

Teacher Competency and Engagement in Primary Schools, in Jinja City, Uganda

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Abstract

High teacher engagement is linked to effective teaching assistance and teacher-student collaboration, which creates the supportive social environment necessary for students' positive academic attitudes. The study examined the relationship between teacher competency and teacher engagement. The study was guided by the cross-sectional research design. The study participants comprised of 408 primary school teachers of northern division in Jinja city covering nineteen primary schools. The simple random sampling was used to select 196 primary school teachers selected from the 408 teachers who teach in primary schools in northern divisions found in the Jinja City. The findings indicate the relationship between teacher competence and engagement. The three elements of planning, development and results were examined in studying teacher competence. The hypothesis derived from the objective was that teacher competency insignificantly predicted engagement. The hypothesis was accepted because the link between teacher competence and engagement was negative and insignificant. The study concluded 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. The study recommended that in order to enhance teacher engagement there is 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..

Keywords: Teacher Competency, teacher engagement, academic competency, academic performance.

Introduction

Teacher engagement is associated with increased job satisfaction, workplace productivity, and even student engagement (Anthony, Kazaara, Kazaara et al., 2023). In addition, teacher engagement focuses on positive teacher engagement to reduce burnout and improve retention, as engaged professionals have the ability to publicly promote the overall impression of the profession (F. Christopher, Komunda, et al., 2022).

Therefore, in this study, self-esteem is hypothesized to influence teacher competence. This study investigated the effect of teacher competence on teacher engagement in Jinja primary schools.

Several studies (Micheal et al., 2023) have attempted to examine how teacher competence affects teacher engagement in schools. Based on full-time university teachers from 8 types of colleges and universities in

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Jiangsu Province, China (Anthony, Kazaara, Kazaara et al., 2023) investigated the relationship between teacher competence and job performance in higher education through HRM. . The results of structural equation modeling showed that teacher competence significantly influenced teacher job performance. Furthermore, in a study conducted at a Malaysian public university (Seth & Ntirandekura, 2022) investigated the relationship between teacher ability and self-efficacy in promoting engagement among distance learners. Structural equation modeling results showed that teacher competencies were not significantly associated with student engagement. However, there are contextual and conceptual gaps that emerged from the above studies. Regarding the study context, the study was conducted on university teachers outside Uganda, where the working conditions are quite different from those of primary school teachers in Jinja town. Conceptually, a study (Emmanuel et al., 2023) used job performance in higher education to indirectly indicate teacher engagement. All the gaps mentioned above called for this study to be conducted in the context of primary schools in Uganda to verify whether teacher competence is related to teacher engagement.

In a study conducted at Addis Ababa University in Ethiopia (Paul & Kazaara, 2023), she investigated the effects of teachers' professional and pedagogical competencies on implementing cooperative learning and increasing student engagement in learning and achievement in science. The results of the regression analysis showed that teacher competence predicted student engagement. However, for their part (Micheal

et al., 2023) investigated the effect of distributed leadership on teacher engagement, teacher accountability and teacher competence. The results of the regression analysis showed that distributed leadership predicted teacher engagement. However, there are conceptual and contextual gaps that emerged from the two studies above. Conceptually, the study (Mark et al., 2023) used the concept of distributed leadership to indirectly imply teacher competence, yet the two variables are psychometrically measured differently. Furthermore, Geletu's (2022) study was conducted in Ethiopian universities where working conditions differ from university conditions due to structural and operational differences. Due to the urgency of the above deficiencies, it was therefore necessary to conduct this study to determine whether teacher competence is related to teacher engagement in primary schools in Jinja, Uganda (Oromo et al., 2023).

On their side, Eton et al. (2019) conducted a study on the competencies and performance of primary school teachers in Nwoya District, Northern Uganda. Regression analysis revealed a positive significant relationship between teacher competence and performance (Isaac et al., 2023). As this study was conducted in Uganda, contextual and conceptual gaps emerged from the above investigation. Regarding the contextual gap, just as the study was conducted in primary schools in Uganda, it was in Nwoya District, Northern Uganda, where the working conditions of primary school teachers may vary due to administrative differences. Nevertheless, the study revealed a conceptual gap in that it focused on teacher

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performance, which indirectly means teacher involvement. All the gaps mentioned above brought the attention of this study to investigate whether teacher competencies are related to their engagement in primary schools in Uganda (Winny et al., 2023).

Numerous studies (Anthony, Kazaara, & Kazaara, 2023) have related planning skills and teacher involvement. For example, in their study on teaching Iranian English to school teachers (Zulaikah & Rebecca, 2023), they investigated teachers' involvement in educational policies and decisions to improve classroom practice. The results of the quantitative study showed that teacher involvement had an impact on classroom practice. On the other hand (Frank et al., 2023) conducted a study of competence to design and plan education and its application in school practice. The results showed that planning significantly predicted the school teaching process. However, the two studies mentioned above created a conceptual gap. For example, in relation to the conceptual gap, a study (Richard et al., 2023) examined how teacher engagement affected classroom practice, and as such used the concept of classroom practice to implicitly imply teacher engagement, yet these two variables are measured. In addition, the study (Richard et al., 2022) also created a conceptual gap in that school practice meant teacher involvement, but the two variables are measured differently. Given the above gaps, it was therefore necessary to conduct this study to test whether planning competence affects teacher engagement in primary schools in Jinja, Uganda (Cand et al., 2022).

Pratiwi et al. (2020) investigated teacher competencies and perceptions of lesson planning using a software prototype. The results of the qualitative analysis showed that teacher competence significantly predicted lesson planning. On the other hand, (Richard et al., 2023) conducted a study of the competence of planning the educational process in undergraduate teacher education. The results showed that the planning of the educational process significantly influenced the teaching process. In their study conducted in the United States of America (Moses, 2022), they investigated engagement-based lesson planning, a proactive classroom management strategy for teaching the curriculum. The results showed that planning significantly influenced the teaching of the curriculum. However, gaps emerged from the above studies.

Furthermore, the study by Kelly et al. (2022) investigated teachers' involvement in further professional development. So he did not address how teacher involvement is related to teacher competence. Thus, all the aforementioned gaps required this proposed study to test whether teacher competence influenced engagement in a primary school context in Uganda.

In a study conducted in Canada (Micheal et al., 2023), she examined teachers' involvement in professional development. The findings of this study reveal that colleagues, along with strong leadership and physical structures conducive to collaboration, have a significant effect on teachers' engagement in professional development within a dense school culture. On the other hand, in their study conducted in

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Ghana (Kanyerere & Muhammed, 2023) investigated the effect of teacher professional development on teaching and learning in public technical institutes in the Upper West region. Similarly, the study created both contextual and conceptual gaps. In terms of study context, both studies (Brighton et al., 2023) were conducted outside Uganda and in institutions other than primary schools, where the working conditions were quite different. Conceptually, the study (Wegulo et al., 2023) used the concept of teaching and learning to obliquely imply teacher involvement, yet the two variables are measured differently.

Statement of the problem

However, a study by Belay et al. (2022) investigated the effects of improving teachers' professional learning and job satisfaction on teachers' professional capital, Awi District, Ethiopia. Findings revealed that teacher engagement strongly predicted professional learning. In the same vein, the study also created a conceptual gap by focusing on professional learning and teacher engagement, yet the study looked at teacher competencies and engagement. All of the above gaps therefore warranted the attention of this study to examine whether teacher competence predicts engagement in the context of primary school teachers in Uganda (Victoria et al., 2023).

Teacher competence is critical to the success of students, schools and education systems as a whole. This is due to the fact that competent teachers tend to be knowledgeable, skilled and dedicated to their profession, able to create a positive learning environment that helps students reach their full potential (Emmanuel et al., 2023). In addition, competent teachers effectively plan and deliver lessons that meet the needs of their students, easily identify each student's strengths and weaknesses, are better equipped to manage their classroom, and create a positive learning environment (Richard et al., 2023). To support the competence of primary school teachers in Jinja city, a teacher competence profile was created as a professional tool to guide teachers to identify the required competences (T. Christopher, 2022), to improve the standard, supervision is carried out to support teachers (Jinja City School Inspection Report, 2022).

Despite the above efforts, the competence of primary school teachers in Jinja city is low. The Jinja City Monitoring Report (2022) revealed that 60% of primary school teachers could not differentiate between subject-matter competencies and language competencies and their statement of teaching competencies was lacking (F. Christopher, Moses, et al., 2022). Furthermore, the Jinja City School Inspection Report (2022) stated that teachers were not up-to-date in the content of the curriculum in their areas of specialization, that the competencies in the lessons were not well articulated by most of the teachers. On the other hand, others lacked a complete set of schemes of work and lesson plans, and some had prepared schemes of work using booklets that are outside the curriculum. In addition, some teachers come to schools late and leave early and many are not competent in ICT skills (Jinja City School Inspection Report, 2019). All the above shows that teacher competence among primary school teachers in Jinja District is low (F. Christopher, Moses, et al., 2022). If the situation of low teacher competence continues, the quality of education in Jinja City will decline. Therefore, it is important to first isolate the factors underlying the problem. Thus, this study investigated the effect of self-esteem on teacher competence in Jinja City, Jinja District.

Objective of the study

To examine whether teacher competency is a significant predictor of teacher engagement.

Hypothesis

The study was guided by the following null hypothesis

H₀: Teacher competency is an insignificant predictor of teacher engagement

Methodology

Research Design

The study was guided by the cross-sectional research design. In this study, the data on teacher self-esteem and teacher competency as collected only once to give a snap shot on the prevailing condition at the time of data collection. Cross-sectional research design was adopted because it is less time-consuming and less expensive, involves larger sample sizes which can increase the generalizability of the finding (Dawadi et al., 2021). Further, cross-sectional design examines the relationship between multiple variables simultaneously, which can provide a more comprehensive

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understanding of a particular phenomenon (Mohajan, 2020). The study participants comprised of 408 primary school teachers of northern division in Jinja city covering nineteen primary schools namely; Walukuba West Estate, St. Gonzaga, Masese Co-Education, Narambai Road, Victoria Nile, Kisima Island, Walukuba East Estate, Kisima Island I, Jinja Army Boarding, Mpumudde Methodist, Jinja Police Barracks, Spire Road, Kiira primary, Jinja SDA, Mpumudde Estates, Magwa, Kirinya Prisons, Main Streets, Lakesite and Uganda Railways primary schools. The sample size was 196 primary school teachers selected from the 408 teachers who teach in primary schools in northern divisions found in the Jinja City. The sample size as selected based on the table for defining sample size from a given study population as developed by Krejcie and Morgan (1970). The primary school teachers were selected they were more qualified to provide pertinent information regarding teacher self-esteem and teacher reason being they participate in the day-to-day teaching in schools. The simple random sampling was used to select 196 study participants from the total population of 408 teachers. Simple random sampling is a statistical method of selecting a subset of individuals or items from a larger population. In simple random sampling, each individual or item in the population has an equal chance of being selected, and each selection is independent of all others (Noor et al., 2022). Teachers in the selected schools were simple randomly selected from the study population.

Table 1: Study population, sample size, sampling technique

School	Population	Sample	Sampling Technique
Walukuba West Estate	19	09	Simple random sampling
St. Gonzaga	10	05	Simple random sampling
Masese Co-Education	17	08	Simple random sampling
Narambai Road	24	12	Simple random sampling
Victoria Nile	47	23	Simple random sampling
Kisima Island	09	04	Simple random sampling
Walukuba East Estate	26	12	Simple random sampling
Kisima Island I	27	13	Simple random sampling
Jinja Army Boarding	14	07	Simple random sampling
Mpumudde Methodist	28	13	Simple random sampling
Jinja Police Barracks	11	05	Simple random sampling
Spire Road	25	12	Simple random sampling
Kiira	25	12	Simple random sampling
Jinja SDA	14	07	Simple random sampling
Mpumudde Estates	25	12	Simple random sampling
Magwa	24	12	Simple random sampling

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Kirinya Prisons	13	06	Simple random sampling
Main Streets	22	11	Simple random sampling
Lakesite	18	09	Simple random sampling
Uganda Railways	10	05	Simple random sampling
Total	408	196	

Source: Jinja City Inspection Report (2022), Krejcie and Morgan (1970).

The table 1 show the primary schools form which the study population (primary school teachers), the sample size and the sampling technique that was used to select the study sample. Data was analyzed inform of tables, frequencies and percentages using SPSS & STATA (Nelson et al., 2022)

Results

The initial sample determined to provide data for this study was 196 teachers at northern division primary schools in Jinja city, those who provided data were 185 participants. However, 5 (five) respondents did not fill all the items for specific constructs in the questionnaire and these were removed from the study. Further, 6 (six) items were removed after testing for outliers namely items 186, 125, 85, 21) for teacher engagement and items 175 and 63 for teacher competency. Therefore, a total of 185 individual items were considered for analysis which constituted 94.46% which was a sufficient per centage rate in social science research as recommended by (Memon et al., 2020).

Descriptive Results for Teacher Engagement

Teacher engagement was studied as a three-dimensional model that included the absorption, dedication and vigor. The concept of absorption was studied using four items. The results of frequency tables and means are indicated in Table 2 below.

Table 2: Descriptive Results for Absorption

Items of Absorption	SD	D	NS	A	SA	Means
When occupied by my job task, the time flies without noticing	4 (2.2%)	15 (8.1%)	6 (3.2%)	67 (36.2%)	93 (50.3%)	4.24
When iam working on my job assignments, all other things skip my mind	24 (12.4%)	59 (26.6%)	00	48 (21.6%)	55 (24.8%)	3.3
When intensely doing my job assignments, I feel happy	3 (1.6%)	6 (3.2%)	6 (3.2%)	111 (60%)	59 (31.9%)	4.2
Iam totally confused on my work	120 (64.9%)	44 (23.8%)	10 (5.4%)	00	11 (5.9%)	1.52

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The results in Table 2 indicated that whether when occupied by their job task, the time flies without notice, majority of the study participants (86.5%) agreed that when occupied by their job task, the time flies without noticing, 10.3% disagreed while, 3.2% were not sure. Regarding to whether when working on their job assignments, all other things skip their mind, 46.4% of the majority agreed that when working on their job assignments, all other things skip their mind, 39% disagreed with the statement. While, 14.6% of the study participants were not sure.

On whether when intensely doing their job assignments, they feel happy, majority of the study participants (91.9%) agreed that when intensely doing their job assignments, they feel happy, 4.8% disagreed while, 3.2% were not sure. Regarding on whether they are totally confused on my work revealed that majority participants (88.7%) disagreed, 10% of the participants were not sure while, 5.9% of the study participants agreed. To find out how respondents ranked their absorption, average index was computed for the four items that measured the concept. Table 4.3 gives the results.

Table 3: Summary Results for Absorption

Descriptives		Statistic	Std. Error
Mean		4.25	0.051
95% Confidence Interval for Mean	Lower Bound	4.16	
	Upper Bound	4.34	
5% Trimmed Mean		4.34	
Median		4.50	
Variance		0.38	
Std. Deviation		0.62	
Minimum		2.00	
Maximum		5.00	
Range		3.00	
Interquartile Range		0.25	
Skewness		-02.6	0.18
Kurtosis		07.2	0.36

The Table 3 indicate a mean = 4.25 close to median 4.50 with a negative skew (skew = -2.6). This suggested normal distribution of the results. High mean meant that absorption was rated by teachers to be high. The low standard

deviation = 0.62 also indicated that responses were normally distributed. Figure 4.1 shows the results as displayed by the normal curve.

The concept of dedication was studied using four items. The frequency tables and means are indicated the Table 4

Table 4: Descriptive Results for Dedication

Items of Dedication	SD	D	NS	A	SA	Means
The work I do gives me a sense of meaning and purpose	00	3 (1.6%)	9 (4.9%)	118 (63.8%)	55 (29.7%)	4.3
I am zealous about my work	18 (9.7%)	27 (14.6%)	9 (4.9%)	106 (57.6%)	25 (13.5%)	3.5
The job I do motivates me	4 (2.2%)	44 (23.8%)	11 (5.9%)	78 (42.2%)	48 (21.6%)	3.7
I am pleased with the work I perform	6 (3.2%)	00	2 (1.1%)	122 (65.9%)	55 (26.3%)	4.2

The results in the Table 4 indicated that on whether the work they do give them a sense of meaning and purpose revealed that majority participants (93.5%) of the study participants agreed that the work they do give them a sense of meaning and purpose, 4.9% were not sure, while 1.6% agreed with the statement. Regarding whether, study participant is zealous about their work indicate that majority respondents (71.1%) agreed, 24.3% of the study participants disagreed while, 4.9% were not sure.

On whether, the job they do motivates them indicated that majority study participants (63.8%) disagreed that the job they do motivates them, 26% disagreed, while 5.9% were not sure. Regarding whether, they are pleased with the work they perform revealed that majority (92.2%) agreed that they are pleased with the work they perform, 3.2 % disagreed and 1.1% were not sure. To find out how respondents ranked their dedication, average index was computed for the four items that measured the concept. Table 4.5 gives the results

Table 5: Summary Results for Dedication

Descriptives		Statistic	Std. Error
Dedication	Mean	4.31	0.05
	95% Confidence Interval for Lower Bound	4.21	
	Mean Upper Bound	4.41	
	5% Trimmed Mean	4.41	
	Median	4.50	

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Variance	0.48	
Std. Deviation	0.69	
Minimum	1.00	
Maximum	5.00	
Range	4.00	
Interquartile Range	0.25	
Skewness	-3.56	0.18
Kurtosis	15.1	0.36

The Table 5 indicate a mean = 4.31 close to median 4.50 with a negative skew (skew = -3.56). This suggested normal distribution of the results. High mean meant that dedication was rated by teachers to be high. The low standard deviation = 0.69 also indicated that responses were normally distributed. Figure 4.2 shows the results as displayed by the normal curve.

Vigor

The concept of vigor was studied using six items, the frequency tables and means are indicated in Table 6

Table 6: Descriptive Results for Vigor

Items of Vigor	SD	D	NS	A	SA	Means
I am always bursting with energy whenever I am doing my job	10 (5.4%)	76 (41.1%)	13 (7.0%)	63 (34.1%)	23 (12.4%)	3.1
When I am on my tasks, I feel energized and strong	00	49 (26.5%)	2 (1.1%)	101 (54.6%)	33 (17.8%)	3.6
Each new day, I look forward to go to work to do my assignment	00	32 (17.3%)	4 (2.2%)	113 (61.1%)	36 (19.1%)	3.8
When I am on the job I do, I work for extended time	3 (1.6%)	17 (9.2%)	4 (2.2%)	96 (51.9%)	65 (35.1%)	4.1
At my job I try to be mentally resilient	18 (9.7%)	39 (21.1%)	21 (11.4%)	65 (35.1%)	42 (22.7%)	3.4
Even when things do not go well at work, I never give up	00	2 (1.1%)	8 (4.3%)	66 (35.7%)	109 (58.9%)	4.5

The results on Table 4.6 on whether participants always bursting with energy whenever they are doing their job indicated that on average, 46.5% of the respondents and 46.5% and agreed and disagreed respectively, while 7.0% were not sure. The average mean of 4.1 on the scale implied that on average respondents always bursted with energy whenever they are doing their job. Regarding to whether when they are on their tasks, study participants feel energized and strong indicated that majority respondents (72.4%) agreed, 26.5% disagreed, while 1.1% were not sure.

In relation to whether each new day, I look forward to go to work to do my assignment revealed that the bigger percentage (80.2%) agreed, 17.3% disagreed, while 2.2% were not sure. The higher means of 3.8 implied that respondents accepted that each new day, they looked forward to go to work to do their assignment. The higher means of 3.8 implied that respondents accepted each new day, they looked forward to go to work to do their assignment. Regarding to whether when on the job they do, they work for extended time indicated that majority respondents (87%) agreed, 10.8% disagreed while, 2.2% were not sure. The higher means of 4.1 implied that respondent accepted that when on the job they do, they work for extended time.

On whether at my job I try to be mentally resilient revealed that bigger percentage indicated that the larger percentage (57.8%) agreed, 30.8% disagreed, while 11.4% were not sure. The average mean of 3.4 meant that respondents accepted that at their job they tried to be mentally resilient. On whether even when things do not go well at work, I never give up show that majority respondents indicated that majority respondents (94.6%) agreed, 4.3% were not sure, while 1.1% disagreed. The higher mean implied that respondents accepted that when things do not go well at work, they never give up. To find out how respondents ranked their vigor, average index was computed for the six items that measured the concept. Table 4.7 gives the results.

Table 7: Summary Results for Vigor

Descriptives		Statistic	Std. Error
Vigor	Mean	4.26	0.04
	95% Confidence Interval for Mean	Lower Bound	4.18
		Upper Bound	4.34
	5% Trimmed Mean	4.33	
	Median	4.33	
	Variance	0.30	
	Std. Deviation	0.55	
	Minimum	2.17	
	Maximum	5.00	
	Range	2.83	

Interquartile Range	0.33	
Skewness	-2.52	0.18
Kurtosis	6.78	0.36

The Table 7 indicate a mean = 4.26 close to median 4.33 with a negative skew (skew = -2.52). This suggested normal distribution of the results. High mean meant that vigor was rated by teachers to be high. The low standard deviation = 0.55 also indicated that responses were normally distributed.

Teacher Engagement Index

To test the how overall the teachers rated their engagement, an average index was created for three aspects measuring the concept that are absorption (AB1-AB4), dedication (DD1-DD4), vigor (VR1-VR5). Table 8 indicate the summary of results

Table 8: Summary of Teacher Engagement

Descriptive			Statistic	Std. Error
Teacher Engagement	Mean		3.66	0.03
	95% Confidence Interval for Mean	Lower Bound	3.61	
		Upper Bound	3.72	
	5% Trimmed Mean		3.65	
	Median		3.57	
	Variance		0.13	
	Std. Deviation		0.36	
	Minimum		2.93	
	Maximum		4.64	
	Range		1.71	
	Interquartile Range		0.50	
	Skewness		0.43	0.18
	Kurtosis		0.13	0.36

The Table 8 indicate a mean = 3.66 close to median 3.57 with a positive skew (skew = 0.43). This suggested normal distribution of the results. High mean meant that teacher engagement was rated to be high. The low standard deviation = 0.36 also indicated that responses were normally distributed.

Descriptive Results for Teacher Competency

The variable of teacher competency was studied as a three-component model that included planning, development and results. Below follow results for the three concepts.

Planning

The concept of planning was studied using four items. The frequency table and means are indicated in Table 9

Table 9: Descriptive Results for Planning

Items of Planning	SD	D	NS	A	SA	Means
I provide clear information about objectives, contents, and assessment methods in the subject's curriculum	00	11 (5.9%)	00	127 (68.6%)	47 (25.4%)	4.1
I design and relates the classroom content to the environment	00	00	11 (5.9%)	89 (48.1%)	85 (45.9%)	4.4
I efficiently incorporate ICTs in teaching	10 (5.4%)	64 (34.6%)	31 (16.8%)	59 (31.9%)	21 (11.4%)	3.1
I have a good command of the contents of the subject	00	8 (4.3%)	4 (2.2%)	102 (55.1%)	71 (38.4%)	4.3

The results in Table 9 on whether study participants provide provide clear information about objectives, contents, and assessment methods in the subject's curriculum revealed that majority participants (94%) revealed that they provided clear information about objectives, contents, and assessment methods in the subject's curriculum, 5.6% were not sure, while none of the respondents agreed and were not sure. The high means close to 4.1 implied that respondents agreed that they provided clear information about objectives, contents, and assessment methods in the subject's curriculum.

On regarding to whether respondents designed and related the classroom content to the environment indicated that the bigger percentage (94%) of the study respondents agreed, while 5.9% were not sure and none of the respondents disagreed. The higher means on the scale means that respondents agreed that they designed and related the classroom content to the environment. Regarding to whether respondents efficiently incorporate ICTs in teaching revealed that majority respondents (42.5%) disagreed, 40% of the respondents disagreed, and 16.8% were not sure.

The means of 3.1 on the scale meant that on average respondents agreed that they efficiently incorporate ICTs in teaching. On whether study participants have a good command of the contents of the subject revealed that majority respondents (93.5%) of the respondents agreed, 4.3% disagreed while, 2.2% were not sure. The higher means of 4.3 on the scale meant that majority respondents agreed that they had a good command of the contents of the subject.

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To find out how respondents ranked their planning competence, average index was computed for the four items that measured the concept. Table 4.10 gives the results.

Table 10: Summary of Planning

Descriptive		Statistic	Std. Error
Planning	Mean	3.61	0.05
	95% Confidence Interval for Mean	Lower Bound	3.52
		Upper Bound	3.71
	5% Trimmed Mean	3.65	
	Median	3.75	
	Variance	0.46	
	Std. Deviation	0.67	
	Minimum	2.00	
	Maximum	4.75	
	Range	2.75	
	Interquartile Range	0.75	
	Skewness	-0.83	0.18
	Kurtosis	0.41	0.36

The Table 10 indicate a mean = 3.61 close to median 3.75 with a positive skew (skew = 0.83). This suggested normal distribution of the results. High mean meant that teachers planning competence was rated to be high. The low standard deviation = 0.67 also indicated that responses were normally distributed. Figure 4.5 shows the results as displayed by the normal curve.

Development

The concept of development was investigated using seventeen items (17). The frequency table and means are indicated in Table 11

Table 11: Descriptive Results for Development

Items for Development	SD	D	NS	A	SA	Means
I present the minimum content of the subject matter, tailored to the learner's knowledge	8 (4.3%)	22 (11.9%)	00	111 (60%)	44 (23.8%)	3.9

I am easily accessible (using e-mails, telephone etc	10 (5.7%)	21 (11.4%)	16 (8.6%)	48 (25.9%)	90 (48.6%)	4.0
I allow learners to organize and distribute part of the assignments to be performed in the course	4 (2.2%)	5 (2.7%)	4 (2.2%)	134 (72.4%)	38 (20.5%)	4.1
I present the contents following a clear and logical framework	00	00	00	121 (65.4%)	64 (34.6%)	4.3
I allow and encourages learners' participation	00	00	2 (1.1%)	65 (35.1%)	118 (63.8%)	4.6
I promote individual work	2 (1.1)	2 (1.1%)	2 (1.1%)	78 (42.2%)	101 (54.6%)	4.5
I promote teamwork	00	3 (1.6)	00	83 (44.9%)	99 (53.5%)	4.5
I relate the teachings to the professional environment	00	10 (5.4%)	6 (3.2%)	118 (63.8%)	51 (27.6%)	4.1
I provide initial and final overviews of the lesson and/or subject in class	00	00	7 (3.8%)	145 (78.4%)	33 (17.8%)	4.1
I encourage learners' interest and the motivation to learn	00	00	00	81 (43.8%)	104 (56.2%)	4.6
I facilitate learner-learner and learner –teacher interaction	00	00	00	83 (44.9%)	102 (55.1%)	4.6
I attend and responds clearly to questions asked in class	00	3 (1.6%)	10 (5.4%)	61 (33%)	111 (60%)	4.5
I adequately attend to the lessons requested to by learners'	00	4 (2.2%)	00	94 (50.8%)	87 (47%)	4.4
I maintain an objective and respectful position with the learners'	00	00	00	124 (67%)	61 (33%)	4.3

I organize activities for the learners' to actively participate in lesson assignments	00	3	00	78	104	4.5
		(1.6%)		(42.2%)	(56.2%)	
I interweave the content of the subject matter with other subjects	00	2	26	66	91	4.3
		(1.1%)	(14.1%)	(35.7%)	(49.2%)	
I interact satisfactorily with the learners	4	00	4	101	75	4.3
	(2.2%)		(2.2%)	(45.6%)	(40.5%)	

The results in Table 11 on whether respondents present the minimum content of the subject matter, tailored to the learner's knowledge revealed that majority study participants (83.8%) agreed, 16.2% disagreed while none of the study participant were sure. The high means of 3.9 meant that the study participants presented the minimum content of the subject matter, tailored to the learner's knowledge. On whether respondents are easily accessible (using e-mails, telephone etc) revealed that majority respondents (74.5%) of the respondents agreed, 17.1% disagreed, while 8.6% were not sure. The high means of 4.0 meant that majority respondents were easily accessible using e-mail, telephones etc.

Regarding whether respondents allowed learners to organize and distribute part of the assignments to be performed in the course indicated that majority (92.9%) respondents agreed, 4.9% disagreed while 2.2% were not sure. The higher means (4.1) meant that respondents allowed learners to organize and distribute part of the assignments to be performed in the course. On whether respondents present the content following a clear and logical framework revealed that majority respondents (100%) agreed, while none disagreed and was not sure. The higher means of 4.3 on the scale meant that respondents presented the contents following a clear and logical framework.

Regarding to whether respondents allow and encourages learners' participation indicated that majority respondents (98.9%) agreed, 1.1% were not sure and none of the participants disagreed. The higher means of 4.6 meant that respondents allowed and encouraged learners' participation. On whether study participants promote individual work revealed that majority participants (96.8%) agreed, 2.2% disagreed, 1.1% were not sure. The high mean 0of 4.5 on the scale meant that respondents promoted individual work. Regarding to whether study participants promote teamwork revealed that majority respondents (98.4%) agreed, 1.6% disagreed and none of the respondents were not sure. The higher means of 4.5 meant that study participants promoted teamwork.

Regarding to whether study participants relate the teachings to the professional environment majority respondents (91.4%) agreed, 5.4% disagreed, while 3.2 were not sure. The higher means (4.1) on the scale meant that respondents related the teachings to the professional environment. On whether respondents provide initial and final overviews of the lesson and/or subject in class indicated that majority respondent (96.2%) agreed, while 3.8% were

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not sure and none of the respondents disagreed. The higher means of 4.1 meant that respondents provided initial and final overviews of the lesson and/or subject in class.

Regarding whether study participants encourage learners' interest and the motivation to learn indicated that majority participants (100%) disagreed and none of the participants disagreed or were not sure. On whether respondents facilitate learner-learner and learner-teacher interaction indicated that majority participants (100%) agreed, while none disagreed or were not sure. The higher means of 4.6 on the scale meant that participants facilitated learner-learner and learner-teacher interaction. Relating to whether respondents attend and responds clearly to questions asked in class shows that majority respondents (93%) agreed, 5.4 % were not sure while 1.6% disagreed with the statement. The higher means of 4.5 on the scale implied that respondents attended and responds clearly to questions asked in class.

Regarding to whether participants adequately attend to the lessons requested to by learners' shows that majority (97.8%) respondents agreed, 2.2% disagreed while none of the participants were not sure. The higher means (4.4) on the scale meant that respondents adequately attend to the lessons requested to by learners. On whether participants maintain an objective and respectful position with the learners indicate that majority (100%) of the study participants agreed, while none of the participants disagreed or were not sure. The higher means (4.3) on the scale meant that respondents maintained an objective and respectful position with the learners. Related to whether the study participants organize activities for the learners to actively participate in lesson assignments, majority respondents (98.4%) agreed, 1.6% disagreed while, none of the respondents were not sure. The higher means (4.3) on the scale implied that respondents agreed that they organize activities for the learners' to actively participate in lesson assignments.

On whether the participants interweave the content of the subject matter with other subjects indicate that majority (84.9%) of the respondents agreed, 1.1% disagreed while 14.1% were not sure. The higher means (4.3) on the scale implied that respondents interweaved the content of the subject matter with other subjects. On whether participants interact satisfactorily with the learners indicated that the biggest percentage (86.1%) of the respondents agreed, 2.2% disagreed and were not sure respectively. The higher means of 4.3 on the scale meant that respondents interact satisfactorily with the learners. To find out how respondents ranked their development competence, average index was computed for the seventeen (17) items that measured the concept.

Teacher competency and engagement

The objective was to examine whether teacher competency significantly predicted teacher engagement. The null hypothesis to the effect that teacher competency is an insignificant predictor of teacher engagement was tested using structural equation modelling as indicated in Figure 1.

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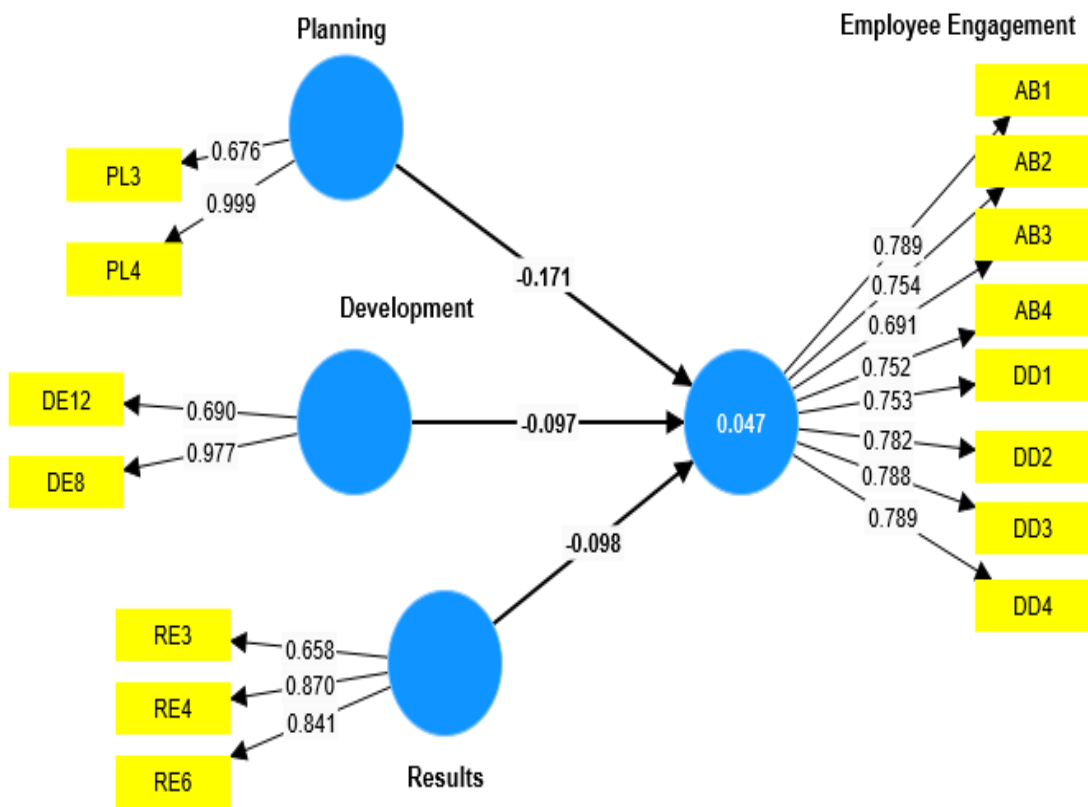


Figure 1: Structural model for teacher competence and teacher engagement.

The findings in Figure 1 indicate the relationship between teacher competence and engagement. The three elements of planning, development and results were examined in studying teacher competence. Using factor analysis, only two items of planning (PL3 & PL4) out of four loaded above the threshold level of 0.5 while items (PL1 & PL3) did not load above 0.5. For development, only two items (DE8 & DE12) loaded above threshold level of 0.5 out of seventeen items (DE1, DE2, DE3, DE4, DE5, DE6, DE7, DE9, DE10, DE11, DE13, DE14, DE15, DE16 & DE17) did not load above threshold level of 0.5 and these were removed from the model. For result three items (R3, RE4 & RE6) loaded above threshold level of 0.5 out of seven. While four items (RE1, RE2, RE5 & RE7) did not load above 0.5. The variable of teacher engagement was studied as a three-component model that included absorption, vigor and dedication. For absorption, all the four items that measured it loaded above 0.5. For dedication, four items (DD1, DD2, DD3 & DD4) loaded above 0.5 and only one item (DD5) did not load above 0.5. For vigor, no item loaded above 0.5. All items that did not loaded above the threshold level of 0.5 were removed from the model.

Table 15: The Structural Model Prediction between Teacher competence and Engagement

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Teacher Competence and Teacher Engagement	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics	P values
Development -> Teacher Engagement	-0.097	-0.110	0.085	1.139	0.255
Planning -> Teacher Engagement	-0.171	-0.166	0.113	1.515	0.130
Results -> Teacher Engagement	-0.098	-0.125	0.082	1.190	0.234

$R^2 = 0.047$

The results in Table 15 and Figure 1 show to the hypotheses to the effect that development, planning and results positively and significantly predicted teacher engagement. The results revealed that development negatively and insignificantly predicted teacher engagement. Planning negatively and insignificantly predicted teacher engagement. Results negatively and insignificantly predicted teacher engagement. The R^2 indicate that path model shows that the three teacher competence elements namely development, planning and results contributed to 04.7% to teacher engagement. Since the relationship between development, planning and results negatively and insignificantly predicted teacher competence. Therefore, the hypothesis that teacher competence insignificantly predicted teacher engagement was accepted.

Discussion of the Findings

The study objective examined whether teacher competency is a significant predictor of teacher engagement. The hypothesis derived from the objective was that teacher competency insignificantly predicted engagement. The hypothesis was accepted because the link between teacher competence and engagement was negative and insignificant. The findings were contrary to the Danielsons framework advanced by Charlotte Danielson (2011) which assert that there is a link between teacher competence and engagement. On their part, Yang and Chang (2023) investigated the relationship between teacher competency and job performance in higher education through human resource management. In addition, Baba Rahim (2022) investigated the relationship between teaching abilities and self-efficacy in promoting engagement among distant learners. The findings of structural equation modeling demonstrated that teaching competencies were not significantly connected to student involvement. Further, Yang and Chang (2023) used job performance in higher education to obliquely imply teacher engagement. Nonetheless Jarrahzade and Mohamadi Zenouzagh (2022) investigated the effect of distributed leadership on teacher engagement, teacher accountability, and teacher competencies. Further, the study by Geletu (2022) was done in the Ethiopian universities where the working condition is different from that in universities due to structural and operational differences. On their side, Eton et al.

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(2019) carried out a study on teacher competence and performance in primary schools in Nwoya district, northern Uganda.

Conclusion

Teacher competency does not necessary 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.

Recommendation

The study recommended that in order to enhance teacher engagement there is 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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