

THE MEDIATING EFFECTS OF PROFESSIONAL DEVELOPMENT ON THE RELATIONSHIP BETWEEN TEACHER COMPETENCE AND TEACHING QUALITY IN OMAN

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Abstract: *This research explored professional development as a mediating role to influence the teaching quality in Oman's primary schools by focusing on teacher competence, which is again focused on teaching enthusiasm and teacher self-efficacy. Primary and secondary data were used for this study. The primary data was collected through questionnaires and interviews. The sample size of the study is 250 and the teachers working in various schools are the participants for this reserch. The key points indicate that teacher competence is important, because it shapes the outcomes of the classroom, teaching enthusiasm to develop a higher quality teaching, and the confidence and ability of the teachers to handle the classroom efficiently. The study highlighted that the teachers who are engaged with higher and continuous professional development programs have higher levels of the latest teaching skills and strategies, which contributes to providing better student learning and improving teaching quality by the influence of teacher competence. The self-efficacy of teachers is important in terms of predicting student engagement. In terms of shaping the self-efficacy of teachers, there is an important role for initial teacher training because it provides the foundational skills and knowledge which is essential towards effective classroom practice. Moreover, the teachers express their enthusiasm in terms of their learning process and subjective matter as part of teaching, which supports to impact on the value they place on the subject and students' expectations in terms of their ability to succeed. Professional development involves learning opportunities like peer collaboration, mentoring, workshops, and training sessions. Furthermore, professional learning communities, reflective practices, and coaching are valuable in terms of enhancing the experiment of teachers and support to adapt and refine strategies in terms of meeting the learner's diverse needs.*

Keywords: *Professional development, teaching quality, teacher competence, teaching enthusiasm, teacher self-efficacy, classroom, students' confidence, student engagement, foundational skills, knowledge*

Introduction

This study investigates the mediating role of professional development in the relationship between teacher competence and teaching quality in Oman. Teaching quality is a critical determinant of student learning, academic achievement, and overall educational outcomes. It fosters the development of key skills such as critical thinking, creativity, and problem-solving, while also enhancing student motivation through supportive and engaging learning environments.

In Oman's context, education plays a vital role in driving economic growth, promoting individual empowerment, and ensuring social equity. As such, teaching quality directly shapes student experiences and the development of both cognitive and non-cognitive skills, contributing to long-term academic success (Amzat, Ismail, & Al-Ani, 2022). With educational reform being a national priority, it is essential to understand the key factors that enhance teaching effectiveness.

This research specifically focuses on how professional development serves as a mediating factor between teaching quality and teacher competence, with particular attention to teaching enthusiasm and teacher self-efficacy. As part of Oman Vision 2040, national efforts are underway to enhance educational infrastructure, improve teacher training, and reform curricula to prepare students for a knowledge-based economy and global competitiveness (Adams & Asemnor, 2023).

Problem Statement

Improving the quality of education remains a global concern, particularly in developing nations where the demand for skilled teachers is critical (Gibson, 2020). In Oman, enhancing teaching quality has emerged as a key educational priority, given its direct impact on students' cognitive growth, academic performance, and overall skill development. Effective teaching, largely driven by teacher competence—including knowledge, attitude, and instructional ability—is essential in cultivating successful learning environments (Graham et al., 2020). Despite reform initiatives, Omani primary schools (Grades 1–6) continue to face challenges in sustaining consistent teaching quality, indicating gaps in teacher preparation and professional development efforts.

Two core dimensions of teacher competence—teaching enthusiasm and self-efficacy—are vital in fostering student engagement and maintaining high instructional standards (Awodiji & Ayanwale, 2023). However, many teachers in Oman's primary sector lack sufficient support and targeted training. Current professional development programs often fall short in addressing specific bridge this gap by analyzing how targeted professional development interventions can improve teaching quality by boosting both enthusiasm and self-efficacy.

Existing policy efforts in Oman emphasize professional growth, yet they are often critiqued for their generic approach and lack of impact on actual teaching performance (Al Ofi, 2022; Zhaohui & Anning, 2020). As educational reforms, digital integration, and curriculum changes accelerate—especially in early education—revisiting and restructuring professional development strategies becomes crucial. Classroom challenges and enhancing these core teaching traits (Saleem, Gul, & Dogar, 2021).

While research acknowledges the role of teacher competence and teaching quality, there is limited exploration of how professional development serves as a mediating factor in this relationship within Oman's educational context (Popova et al., 2022). This study seeks to

Significance of the Study

This research aims to provide empirical insights into how professional development can act as a transformative tool in improving teaching quality in Omani primary schools, specifically by nurturing teacher competence through greater enthusiasm and self-efficacy. In doing so, it supports the broader goals of Oman Vision 2040 in cultivating a competitive, knowledge-based education system.

Literature Review

Self-Efficacy to Teaching Quality

Buric, Jaksic, and Balaz (2024) illustrated that self-efficacy has an important role in learning, which directly impacts the persistence and motivation of students and enhances the effectiveness of teaching quality.

Teaching Enthusiasm as a generally

Buric and Moe, (2020) observed that towards the formation of an effective and strong relationship with teachers and students teaching enthusiasm has an important role because it is important towards the improvement of an effective learning environment.

Teaching Enthusiasm to Teaching Quality

Palmer, (2020) noticed that teaching enthusiasm is effective in improving the effectiveness of teaching, and developing a strong relationship between the teacher and student, which supported to enhance the effectiveness of the classroom.

Professional Development as a generally

Alharbi and Saaty (2022) noticed that in terms of energizing and refreshing teachers, there is an important role in professional development. However, Kasalak and Dagyar, (2020) argued that seminars and workshops in terms of innovative teaching techniques, integration of new technologies in the classroom, and modern academic methods are effective in terms of rejuvenating the passion of the teachers for their subject.

Methodology

Of the discussing the data collection and analysis conducted for the research aimed at examining the mediating role of professional development on teaching quality and teacher competence, with particular attention to teaching enthusiasm and teacher self-efficacy. To achieve the research objectives and answer the research questions, a mixed-methods approach is employed in this study. As a result, the study integrates both qualitative and quantitative data. The structure of the study begins with the research paradigm, followed by the research design, which highlights the sampling process and sample size, the methods of data collection and analysis, the emphasis on research validity and reliability, the pilot test, and the development of the questionnaire. Therefore, this section of the paper aims to provide a research framework that ensures the study is rigorous, systematic, and aligned with the research questions and objectives, with a focus on understanding the mediating impact of professional development on teaching quality and teacher competence, particularly through teaching enthusiasm and teacher self-efficacy.

Discussion and Conclusion

According to Johnson, and Christensen, (2024) research design is the overall strategy followed in a study towards the process of the various components integration coherently and logically. According to Mason, (2021) towards the process of quantitative data collection the questionnaire is supportive. Subsequently, this study followed a structured questionnaire for the quantitative data collection for analyzing the mediating impact of professional development on teaching quality and teacher competence by focusing on teaching enthusiasm and teacher self-efficacy.

This research is focused on collecting data from primary and secondary sources to analyse the mediating impact of professional development on teaching quality and teacher competence by focusing on teaching enthusiasm and teacher self-efficacy.

The collection of questionnaire data through Google Forms. It supports the participants to fill out the questionnaire by utilizing their free time.

In terms of collecting qualitative data this study used semi-structured interviews. The experienced teachers of the various schools in Muscat and nearby regions are selected for the interview.

The teachers working in various schools in Oman are considered the unit of analysis in terms of this study. The focus on the experienced teachers from schools are effective in collecting the most relevant information related to the topic of the mediating impact of professional development on teaching quality and teacher competence by focusing on teaching enthusiasm and teacher self-efficacy. In addition, the teacher's perceptions and experiences are important in terms of identifying the trends and patterns, which support make understanding of the factors that are influencing the teaching quality.

The pilot data analysis to assess the reliability and validity of the questionnaire (Dobakhti, 2020). Also, Cronbach's alpha method is effective in checking the internal consistency of the questionnaire.

In Conclusion In summary, this paper is focused on the adoption of positivism and interpretivism paradigms. The usage of these two is effective for analyses of the mediating impact of professional development on teaching quality and teacher competence by focusing on teaching enthusiasm and teacher self-efficacy effectively. In addition, this study emphasises the quantitative data through a questionnaire. Also, this study focused on the interview for the collection of qualitative data.

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