



The Influence of Professional and Social Competence and Teaching Motivation on Teacher Performance

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Abstract

Introduction/Main Objectives: This study examines the effects of professional competence, social competence, and teaching motivation on teacher performance.

Background Problems: Enhancing teacher performance requires more than professional skills alone; it also depends on effective social interaction and strong teaching motivation, which are often overlooked in professional development efforts.

Research Methods: The research uses a quantitative approach with multiple linear regression analysis.

Finding/Results: Professional competence, social competence, and teaching motivation each have a positive and significant effect on teacher performance. Together, these three variables significantly influence teacher performance and explain approximately 71% of its variance ($R^2 \approx 0.71$).

Conclusion: The findings underscore the importance of integrating both competence development (professional and social) and motivational support to improve teacher performance in educational settings.

Keywords: teacher performance, professional competence, social competence, teaching motivation



Introduction

Teacher performance is a key determinant of instructional effectiveness and educational outcomes. Empirical evidence consistently shows that variations in teacher quality account for substantial differences in student learning achievement, indicating that improvements in educational quality depend largely on enhancing teacher performance as the central agent of instruction (Hattie, 2009; Rivkin et al., 2005). From a performance theory perspective, performance is defined as goal-relevant behavior that contributes to organizational effectiveness rather than merely outcomes (Campbell, 1990). In educational settings, this definition positions teacher performance as the effective enactment of professional responsibilities in achieving instructional goals.

Performance management literature further emphasizes that performance is shaped by the interaction between individual competence and motivation. Armstrong (2009) argues that high performance emerges when individuals possess the required competencies and are motivated to apply them consistently in their work. In the context of teaching, this perspective suggests that teacher performance is not solely determined by technical skill, but also by social capability and motivational readiness.

In educational theory, professional competence refers to teachers' mastery of subject matter, pedagogical knowledge, and instructional skills necessary for effective teaching practice. Mulyasa (2013) emphasizes that professional competence is a fundamental requirement for teachers to plan, implement, and evaluate learning in accordance with educational standards. Alongside professional competence, social competence plays a critical role in supporting teacher performance, as teaching is inherently situated within a social and organizational environment that requires effective communication, collaboration, and relationship management.

In addition, teaching motivation functions as an internal psychological driver that influences how consistently and responsibly teachers apply their competencies in practice. Uno (2016) explains that motivation directs behavior, sustains effort, and supports the achievement of professional goals. Motivated teachers are therefore more likely to demonstrate persistence, responsibility, and engagement in carrying out instructional duties.

Although prior studies have examined competence and motivation as determinants of teacher performance, empirical research that analyzes professional competence, social competence, and teaching motivation simultaneously within a single analytical framework remains limited, particularly in secondary education contexts. Addressing this gap, the present study examines the effects of professional competence, social competence, and teaching motivation on teacher performance using a quantitative approach, with the aim of providing empirical evidence to inform teacher development and performance management practices in educational institutions.

Research Methods

This study employed a quantitative research design using a survey approach to examine the relationships between professional competence, social competence, teaching motivation, and teacher performance. The quantitative approach enabled systematic measurement of the variables and objective analysis of their relationships based on empirical data.

The participants were teachers actively engaged in teaching activities at the secondary education level during the period of data collection. Their involvement in instructional

processes ensured that the data reflected teachers' professional experiences and performance in school settings.

Data were collected through a structured questionnaire designed to capture teachers' perceptions of their professional competence, social competence, teaching motivation, and performance. Participation was voluntary, and confidentiality was assured to encourage honest and accurate responses.

The research instrument consisted of closed-ended statements derived from established theoretical indicators. Professional competence and social competence were measured using indicators related to instructional mastery, pedagogical practice, communication skills, and collaboration. Teaching motivation was assessed through indicators reflecting effort, persistence, and commitment in teaching activities. Teacher performance was measured using indicators related to task implementation, responsibility, and consistency in fulfilling professional duties. All items were rated using a Likert-type scale.

Data analysis was conducted using multiple linear regression to examine both the partial and simultaneous effects of professional competence, social competence, and teaching motivation on teacher performance. The coefficient of determination was calculated to identify the proportion of variance in teacher performance explained by the independent variables.

Result

This study involved 40 teachers who voluntarily participated as respondents. The demographic characteristics observed included age, educational background, possession of an education degree, and length of teaching experience. The majority of respondents were aged 30–39 years (47.5%), held a bachelor's degree (65.0%), possessed an education degree (65.0%), and had more than 10 years of teaching experience (45.0%), indicating a relatively experienced respondent group.

Validity testing using Pearson Product Moment correlation showed that all questionnaire items for professional competence, social competence, teaching motivation, and teacher performance had correlation coefficients exceeding the critical value ($r > 0.312$). Therefore, all items were declared valid and suitable for further analysis.

Reliability testing using Cronbach's Alpha confirmed that all variables met the reliability criterion ($\alpha > 0.60$). The reliability results are summarized in Table 1.

Table 1. Reliability Test Results

Variable	Cronbach's Alpha	Criterion	Result
Teacher Performance (Y)	0.849	> 0.60	Reliable
Professional Competence (X1)	0.854	> 0.60	Reliable
Social Competence (X2)	0.717	> 0.60	Reliable
Teaching Motivation (X3)	0.746	> 0.60	Reliable

Source: processed by the researcher (2025)

Prior to regression analysis, classical assumption tests were conducted where normality test using Kolmogorov–Smirnov showed a significance value of 0.200 ($p > 0.05$), indicating normally distributed residuals. Heteroskedasticity test using scatterplot analysis showed randomly distributed residuals, indicating no heteroskedasticity. Multicollinearity test showed VIF values ranging from 1.689 to 2.897, all below the threshold of 10, indicating no multicollinearity issues.

Multiple linear regression analysis was conducted to examine the effects of professional competence, social competence, and teaching motivation on teacher performance. The regression results are presented in Table 2.

Table 2. Multiple Linear Regression Results

Variable	B	Std. Error	Beta	t	Sig.
Constant	4.183	3.515	—	1.190	0.242
Professional Competence (X1)	0.361	0.156	0.352	2.307	0.027
Social Competence (X2)	0.570	0.257	0.311	2.218	0.033
Teaching Motivation (X3)	0.228	0.089	0.298	2.560	0.015

Source: processed by the researcher (2025)

The resulting regression equation is: $Y = 4.183 + 0.361X_1 + 0.570X_2 + 0.228X_3$

The F-test results indicate a significant simultaneous effect of all independent variables on teacher performance ($F = 29.448$; $\text{Sig.} = 0.000$). The coefficient of determination shows an R^2 value of 0.710, indicating that 71.0% of the variance in teacher performance is explained by professional competence, social competence, and teaching motivation, while the remaining 29.0% is influenced by other factors.

Partial significance testing (t-test) confirms that professional competence significantly affects teacher performance ($t = 2.307$; $\text{Sig.} = 0.027$), social competence significantly affects teacher performance ($t = 2.218$; $\text{Sig.} = 0.033$), and teaching motivation significantly affects teacher performance ($t = 2.560$; $\text{Sig.} = 0.015$).

Discussion

The findings of this study indicate that professional competence, social competence, and teaching motivation each have a significant influence on teacher performance. The multiple regression results show that all three variables are statistically significant predictors ($\text{Sig.} < 0.05$), confirming that teacher performance is shaped by multiple individual factors rather than a single determinant.

The significant effect of professional competence on teacher performance ($t = 2.307$; $\text{Sig.} = 0.027$) underscores the importance of subject mastery and pedagogical skills in supporting effective instructional practice. Teachers with strong professional competence are better positioned to plan, implement, and evaluate learning activities in accordance with instructional standards. This finding reinforces the view that professional competence constitutes a fundamental component of effective teaching performance.

Social competence was also found to have a significant effect on teacher performance ($t = 2.218$; $\text{Sig.} = 0.033$). This result highlights the role of interpersonal skills in educational work, particularly in school environments that require continuous interaction and collaboration. Teachers who communicate effectively and work constructively with colleagues and students are more likely to perform their professional roles effectively within the organizational setting.

In addition, teaching motivation emerged as a significant predictor of teacher performance ($t = 2.560$; $\text{Sig.} = 0.015$). This finding indicates that motivation plays a crucial role in determining how consistently and responsibly teachers apply their competencies in practice. As an internal driver, motivation sustains effort and persistence in carrying out instructional and professional responsibilities.

Taken together, the results show that professional competence, social competence, and teaching motivation jointly explain a substantial proportion of variance in teacher performance ($R^2 = 0.710$). This indicates that approximately 71% of teacher performance variation can be attributed to the combined influence of these three variables, while the remaining variance is associated with other factors not examined in this study. This finding supports performance theory and performance management perspectives, which emphasize that effective performance results from the alignment of competence and motivation rather than isolated factors.

Practically, these results suggest that efforts to improve teacher performance should adopt a comprehensive approach that integrates competence development, motivational strengthening, and positive social interaction. Such an integrated strategy is likely to contribute to more consistent and sustainable improvements in teacher performance within educational institutions.

Conclusion

This study concludes that professional competence, social competence, and teaching motivation have a positive and significant influence on teacher performance, both partially and simultaneously. These three variables function as complementary determinants that collectively shape effective and sustainable teacher performance in the implementation of classroom instruction.

The findings indicate that teacher performance cannot be understood solely from the perspective of technical mastery of subject matter and pedagogy. Rather, it is the result of an interaction between professional capability, social–interpersonal competence, and motivational drive. Professional competence enables teachers to design and deliver structured and high-quality instruction; social competence supports the establishment of positive pedagogical relationships and a conducive learning climate; and teaching motivation serves as an internal driving force that sustains consistency, commitment, and professional responsibility in teaching practice.

Therefore, improving teacher performance requires a holistic and integrative approach that goes beyond strengthening technical competencies alone. Equal emphasis must be placed on the development of social competence and the maintenance of teacher motivation. The findings of this study underscore that efforts to enhance educational quality will be more effective when teacher development initiatives are designed comprehensively through the synergy of competency enhancement, psychological support, and managerial policies that promote sustainable teacher performance.

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