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The Influence Of Competence, Personality Traits, And Attitude On Teachers' Effectiveness In Jeddah, Saudi Arabia

Nouf Muneer Aloutibi[a*], Dr. Aimi Binti Anuar[a], Dr. Aza Azlina[a]
[a]Management and Science University

Abstract
This study investigates the influence of teachers' competence, personality traits, and attitudes on their effectiveness in secondary schools in Jeddah, Saudi Arabia, within the framework of Vision 2030's emphasis on human capital development. Using a quantitative, cross-sectional design and Structural Equation Modeling (PLS-SEM), data from 129 teachers were analyzed. The results show that competence is the strongest predictor of teacher effectiveness, followed by personality, while attitude does not exert a significant independent effect. Moderation analysis revealed that soft infrastructure—encompassing professional development, leadership support, and institutional resources—did not alter the influence of competence but significantly strengthened the effects of personality and attitude. These findings refine existing models of teacher effectiveness by emphasizing that intrinsic attributes are primary drivers, whereas contextual supports selectively enhance their impact. The study contributes to theory by integrating teacher attributes with contextual moderators in a Middle Eastern setting, and to practice by underscoring the need for policies that combine competence-building with infrastructure that enables teachers to leverage personality and motivation. The insights provide actionable recommendations for recruitment, training, and policy to advance teacher effectiveness in alignment with Saudi Arabia's Vision 2030 goals.
Keywords: *Teachers' effectiveness; competence; personality traits; attitude; soft infrastructure; Vision 2030*

INTRODUCTION

Education is widely recognized as a cornerstone for sustainable social and economic development (Knight Frank, 2021). In Saudi Arabia, significant investments and strategic reforms have been implemented under Vision 2030 to transform the education sector and equip citizens with skills for the global knowledge economy (OECD, 2023). Despite these initiatives, concerns remain regarding the quality of educational outcomes and the effectiveness of teachers, who play a central role in student success (Stronge, 2018).

Teachers' effectiveness is multifaceted and influenced by various factors, including competence, personality traits, and attitudes (Burroughs et al., 2019). The effectiveness of teachers directly impacts students' learning outcomes, classroom engagement, and broader educational goals (Hamdan, 2022). While substantial research has explored teacher competence and personality traits globally (Burić et al., 2023; Castro & Jimenez, 2022), there is limited empirical evidence on how soft infrastructure — such as supportive leadership and professional development — may moderate these relationships in the Saudi Arabian context.

Given the Kingdom's emphasis on enhancing teaching standards and addressing disparities in teacher quality (Knight Frank, 2021; OECD, 2023), this study investigates how competence, the Big Five personality traits, and teacher attitudes affect teachers' effectiveness, and how soft infrastructure moderates these effects in Jeddah, Saudi Arabia.

The study addresses the following research questions:

1. What is the effect of competence on teachers' effectiveness in Jeddah?
2. What is the effect of personality traits on teachers' effectiveness in Jeddah?
3. What is the effect of attitude on teachers' effectiveness in Jeddah?
4. Does soft infrastructure moderate the relationships between competence, personality, attitude, and teachers' effectiveness?

REVIEW OF LITERATURE

Several studies have explored the concept of teachers' effectiveness and the different factors that influence it. Education is one of the fundamentals of human and social development. Through the ages, societies have developed through the effective transfer of knowledge and its implementation. Teachers are the pedestal upon which the education of a society lies. Effective teaching involves achieving better educational outcomes through the ability of teachers or educators to motivate and facilitate the learning process of

students. It involves a combination of instructional skills, communication abilities, engagement strategies, and the creation of a positive learning environment (Briones et al., 2022). Effective teaching goes beyond simply transferring information; it involves inspiring and motivating students, fostering critical thinking, and promoting a deep understanding of the subject matter. Students' performance in a variety of academic areas is assessed by their academic outcomes. Effective teaching is not unconnected with the students' academic outcomes (Burić, 2019). Burić (2019) examines the role of emotional labor in explaining teachers' enthusiasm and students' outcomes. The study investigated the role of teachers' emotional labor in explaining both teacher enthusiasm (as perceived by students) and students' outcomes. Using data from 90 high-school teachers and 2,019 students, and multilevel structural equation modeling (ML-SEM), findings revealed that the emotional-labor strategy of hiding feelings has a positive effect on student outcomes, and teachers' enthusiasm fully mediated the relationship between the emotional-labor strategy of hiding feelings and student outcomes. Teacher enthusiasm partially mediated the relationship between the emotional-labor strategy of faking emotions and students' positive effects. Faking emotions directly and positively contributed to explaining class positive effects and intrinsic motivation. In another similar study, Burić & Mornar (2023) studied the reciprocity between emotional labor strategies and self-efficacy. The study explored the relationship between teacher emotional labor strategies (deep acting, hiding emotions, and faking emotions) and self-efficacy. Using longitudinal data from 3010 Croatian teachers, the study found that hiding emotions (HE) had a reciprocal relationship with teachers' self-efficacy (TSE). The findings from Buric (2019) and Buric and Mornar (2023) teachers' attitude plays a significant role on teachers' effectiveness. Emotional-labor strategies (hiding or faking feelings), which is a dimension of teachers' attitude, could have a positive and significant effect on teachers' effectiveness measured by students' outcome and teachers' self-efficacy. This relationship was further corroborated by Burić & Frenzel (2023). The study investigated the relationships between teacher emotions and teaching quality across two studies (Croatian and German samples). Teacher emotions were found to be modestly related cross-sectionally and more strongly longitudinally to teaching quality.

Kim et al. (2019) examine the relationship between the Big Five personality domains and teacher effectiveness/burnout. The meta-analysis explored how the Big Five personality domains (openness, conscientiousness, extraversion, agreeableness, and emotional stability) affect teachers' effectiveness (TE) and burnout (TB). Employing a sample of 6,294 teachers, the study found that Openness (OP), conscientiousness (CN), extraversion (EX), and emotional stability (ES) were positively associated with teacher effectiveness. Agreeableness (AG) had a negative effect on teacher effectiveness. This implies that teachers must not always be submissive and loose to students. This may affect its control of the class and consequently affect the teaching effectiveness. Shakeel et al. (2022) investigated the relationship between teacher personality traits (TPT), teachers' self-efficacy (TSE), and burnout (TB), considering the moderating role of school climate (SC). Using data from a sample of 375 teachers from 35 public schools in Pakistan, the findings of the study reveal that TPT was associated with decreased TB and increased TSE. TPT and TSE were strongly and positively correlated, while TSE and TB were strongly and negatively correlated. Personality trait dimensions are influential in affecting teacher effectiveness. Good teachers are therefore expected to develop favorable traits.

Fauth et al. (2019) in a study on mediating role of teaching quality in teacher competence and student outcomes investigated the relationship between teacher competence (specifically pedagogical content knowledge, self-efficacy, and teaching enthusiasm) and student outcomes (students' interest and achievement). Using quasi-experimental design with a pre- and post-test approach and a sample of 54 teachers and 1070 students, the study found Teacher Competence (TC) and Self-Efficacy (SE) to positively influence Student Outcomes (SO). Teaching quality (TQ) mediated the relationship between teacher competence and student outcomes. López-Martín et al. (2023) explored the relationship between teacher characteristics and competency (TCC) and students' academic achievement (SAA). A Meta-analytic review of 40 primary studies revealed that teacher characteristics and competency explained 9.2% of the variance in students' performance.

Maharani (2023) investigated the effectiveness of class management (CM) on students' learning achievement (SLA). Employing quantitative study with 30 elementary school students, Class Management was found to contribute only 7.39% to students' learning achievement. Other internal and external factors accounted for the remaining 92.61%. In a similar quantitative study, Shah & Bhattarai (2023) studied factors influencing Teachers' Self-Efficacy in Nepal. The study explored factors contributing to teachers'

self-efficacy (TSE) in Nepal. Using a sample of 390 Nepali teachers, the study identifies efficacy in students' engagement, efficacy in instructional preparation, efficacy in behavioral competency, and efficacy in teaching skills as key factors in influencing Teachers' Self-Efficacy in Nepal. Oluwatayo et al. (2023) explored factors influencing learning outcomes (LO) in Nigerian primary schools. The findings show that Teaching equipment (TEQ) and teachers' effort (TEF) had a positive and significant effect on learning outcomes. In summary, these studies highlight the importance of teacher competence, teaching quality, and other factors in shaping student outcomes and academic achievement, which are measures of teacher effectiveness.

From the studies reviewed, several factors have been identified to determine the effectiveness of teachers. The Big-5 personality traits (Extraversion, Conscientiousness, Agreeableness, Openness, Neuroticism) have been conspicuous in literature, to have a significant effect in determining teachers' efficacy (Burić et al., 2023; Castro & Jimenez, 2022; Kim et al., 2019; Roloff et al., 2022; Shakeel et al., 2022). In some other studies, emotional labor and strategies were similarly revealed to have a significant effect on teachers' effectiveness (Burić, 2019; Burić & Frenzel, 2023; Burić & Mornar, 2023; Jimenez, 2020). Rahaman & Uddin (2022) and Beuchel et al. (2022) found on the job training and subsequent promotion to also motivate teachers to be effective in teaching. The experience gained on the job and the attitude and passion of teachers toward the teaching job were also important factors to teachers' effectiveness (Gülsün et al., 2023; Jimenez, 2020; Omar et al., 2020). Determining the effectiveness of teachers, however, goes beyond these factors. There are systemic factors that motivate and facilitate the learning process, which may have an influence on the teachers' effectiveness. Part of these factors is the infrastructure, particularly the soft infrastructure.

RESEARCH METHODOLOGY

This study employed a quantitative, cross-sectional survey design to examine the influence of competence, selected personality traits, and attitude on teacher effectiveness, as well as the potential moderating role of soft infrastructure, among secondary school teachers in Jeddah, Saudi Arabia. A total of 200 questionnaires were distributed, 134 were returned, and after excluding five outliers, 129 valid responses were retained, achieving a 65% response rate, which exceeded the minimum sample size of 119 required by G*Power analysis. Data were collected using a structured questionnaire comprising validated scales covering teacher competence, selected Big Five personality traits (conscientiousness, openness, emotional stability, etc.), attitude, soft infrastructure, and teaching effectiveness, measured on a 5-point Likert scale. The instrument was pilot-tested for clarity, and reliability was confirmed with Cronbach's alpha values exceeding 0.70. Descriptive statistics were analyzed using SPSS, while Structural Equation Modeling (SEM) via SmartPLS 4.0 was conducted to assess the measurement and structural models, including construct reliability and validity, multicollinearity, path coefficients, effect sizes, and predictive relevance. Moderation analysis was applied to test the interaction effects of soft infrastructure. Ethical approval was obtained, and all respondents provided informed consent, with confidentiality and anonymity strictly maintained.

RESULTS AND DISCUSSION

Descriptive Statistics

A total of 129 valid responses were analyzed, yielding a response rate of 65%, which exceeded the minimum sample size requirement of 119 as computed by G*Power. The demographic profile indicated that the largest age group was 45–54 years (34.9%), followed by those aged 35–44 years (24.8%) and 25–34 years (24.0%). A smaller proportion were 55 years and older (8.5%) or below 25 years (7.8%). In terms of gender, females comprised 55.0% of the sample, slightly outnumbering males (45.0%).

Regarding educational attainment, the majority held a Bachelor's degree (85.3%), with smaller proportions having Master's degrees (9.3%), diplomas (4.7%), or PhDs (0.8%). The most common fields of study were Science (37.2%) and Education (28.7%), followed by Arts and Humanities (18.6%), Business Administration (13.2%), and Information Technology (2.3%).

For teaching experience, the most represented group was teachers with 5–10 years of experience (35.7%), followed by those with 11–15 years (23.3%), more than 20 years (16.3%), and 16–20 years (15.5%). Only 9.3% of the respondents had less than 5 years of teaching experience. These distributions indicate that the sample consisted predominantly of mid-career, well-educated teachers across diverse fields.

With regard to the study variables, Infrastructure received the highest mean rating (M = 3.96, SD = 0.71), followed by Personality (M = 3.83, SD = 0.92) and Competence (M = 3.77, SD = 0.94). Teaching Effectiveness was rated at M = 3.68 (SD = 0.87), while Attitude had the lowest score (M = 3.63, SD = 0.85). These findings suggest that while teachers evaluated their competencies and professional environment positively overall, their attitudes and perceptions of personal effectiveness were relatively less emphasized, highlighting potential areas for targeted development.

Profile	***Frequency (n)***	***Percentage (%)***
Age		
Below 25 years old	*10*	*7.8*
25-34 years	*31*	*24.0*
35-44 years	*32*	*24.8*
45-54 years	*45*	*34.9*
55 years and older	*11*	*8.5*
Gender		
Male	*58*	*45.0*
Female	*71*	*55.0*
Highest Academic Qualification		
Bachelor's	*110*	*85.3*
diploma	*6*	*4.7*
Master's	*12*	*9.3*
PhD	*1*	*.8*
Field of Study		
Arts and Humanities	*24*	*18.6*
Business Administration	*17*	*13.2*
Education	*37*	*28.7*
Information Technology	*3*	*2.3*
Science	*48*	*37.2*
Years of Teaching Experience		
Less that 5 years	*12*	*9.3*
5 – 10 years	*11-15 years*	*30*
11 – 15 years	*16-20 years*	*20*
More than 20 years	*21*	*16.3*

Table 1: Demographic Profile of Respondents

N	**Variables**	**Mean**	**Std. Deviation**
129	Teaching Effectiveness	4.2698	.64501
129	Competence	4.5891	.55357
129	Personality	4.1535	.72133
129	Attitude	4.3318	.57581
129	Infrastructure	4.3922	.57630

Table 2: Descriptive Statistics of Construct

Measurement and Structural Model Assessment

The measurement model demonstrated strong validity and reliability. All constructs achieved convergent validity, with Average Variance Extracted (AVE) values above the 0.50 threshold and factor loadings exceeding 0.70. Composite Reliability (CR) values ranged from 0.889 (Teacher Effectiveness) to 0.954 (Attitude), indicating high internal consistency. Discriminant validity was confirmed through both the Fornell–Larcker criterion and the HTMT ratio, with all values below 0.85.

Collinearity diagnostics showed no multicollinearity issues, as all VIF values were below 5.0.

In the structural model, Competence ($\beta = 0.507$, $t = 4.758$, $p < 0.001$) emerged as the strongest and most significant predictor of Teacher Effectiveness, with a large effect size ($f^2 = 0.397$). Personality also had a significant but weaker effect ($\beta = 0.205$, $t = 1.987$, $p < 0.05$), contributing a small-to-medium effect ($f^2 =$

0.058). By contrast, Attitude was not a significant predictor (β = 0.141, t = 1.056, p > 0.05), with only a negligible effect (f^2 = 0.019).

The model explained 55.3% of the variance in Teacher Effectiveness (R^2 = 0.553), representing moderate explanatory power. Predictive relevance was confirmed by the Q^2 value of 0.400, supporting the robustness of the model in predicting teacher effectiveness.

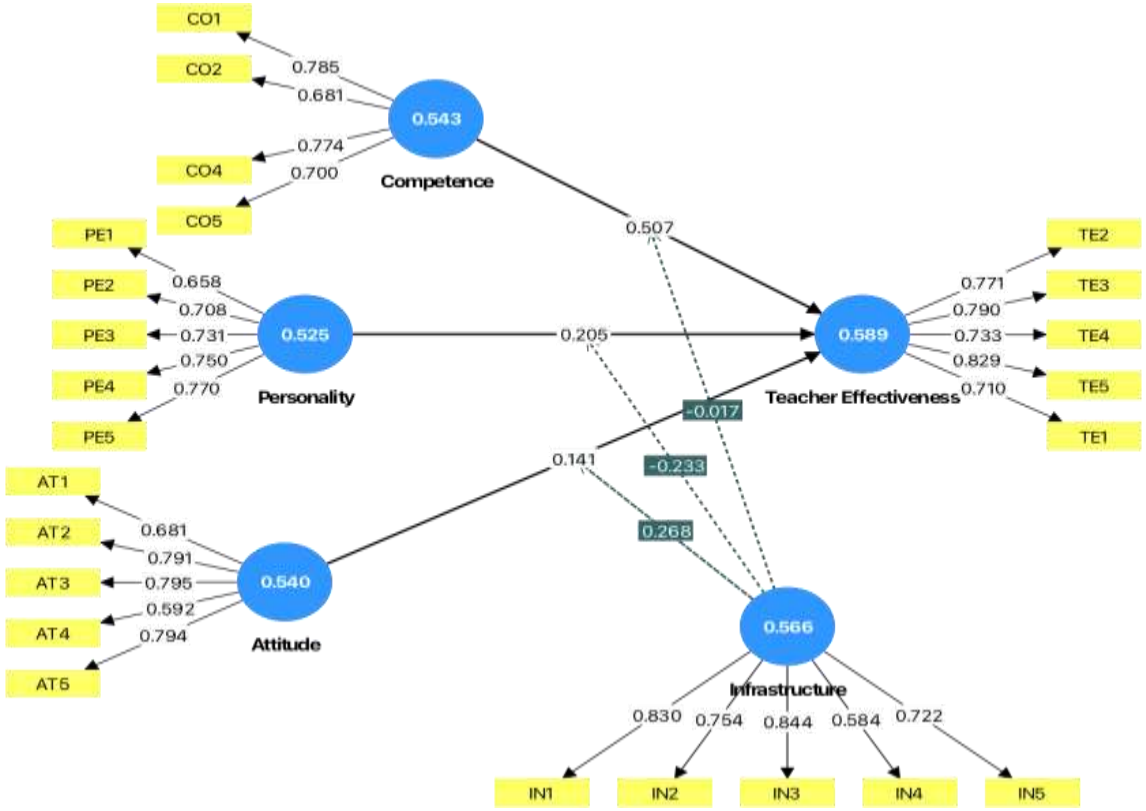

Figure 1: Measurement Model

Hypotheses	Relationship	Direct Effect (β)	Standard Error	T-Statistics	P values	Decision	R2	F2	Q2
H1	Competence -> Teacher Effectiveness	0.507	0.107	4.758	0.000	Supported	0.553	0.397	0.400
H2	Personality -> Teacher's Effectiveness	0.205	0.103	1.987	0.023	Supported		0.058	
H3	Attitude -> Teacher's Effectiveness	0.141	0.134	1.056	0.146	Not Supported		0.019	

Table 4: Structural Model Assessment

Moderating Effect of Infrastructure

The moderation analysis revealed a differentiated role of Infrastructure in shaping the relationships between teacher attributes and Teacher Effectiveness. The interaction term Infrastructure × Competence was not significant (β = 0.017, t = 0.151, p = 0.440), indicating that infrastructure does not alter the strong effect of competence on effectiveness.

However, significant moderating effects were observed for the other attributes. Infrastructure × Personality was significant (β = 0.233, t = 1.838, p = 0.033), suggesting that supportive infrastructure amplifies the positive impact of personality traits on effectiveness. Likewise, Infrastructure × Attitude was significant (β = 0.268, t = 2.210, p = 0.014), indicating that infrastructure enhances the influence of teachers' professional attitudes on effectiveness.

These findings imply that while competence independently drives teacher effectiveness regardless of contextual support, the effects of personality and attitude are contingent upon institutional conditions. In other words, infrastructure plays a crucial enabling role in allowing softer attributes—such as interpersonal style and professional orientation—to translate into improved effectiveness.

Hypothesis	Relationship	Beta	Standard Error	T - Statistics	P-Value	Result
H4	Infrastructure x Competence -> Teacher's Effectiveness	0.017	0.113	0.151	0.440	Not Significant
H5	Infrastructure x Personality -> Teacher's Effectiveness	0.233	0.127	1.838	0.033	Significant
H6	Infrastructure x Attitude -> Teacher's Effectiveness	0.268	0.121	2.210	0.014	Significant

Table 5: Moderation Effects of Infrastructure

The study confirmed that competence and personality have significant positive effects on teacher effectiveness in Jeddah's secondary schools, while attitude showed no significant direct effect. Competence emerged as the strongest predictor ($\beta = 0.507$, $p < 0.001$), aligning with recent findings that subject expertise, pedagogical skills, and adaptive teaching methods are essential for student success (Darling-Hammond, 2021; Blömeke & Kaiser, 2023). Teachers with higher competence levels are better equipped to design engaging lessons, manage classrooms effectively, and respond to diverse student needs.

Personality also played a meaningful role ($\beta = 0.205$, $p < 0.05$), reinforcing that traits such as conscientiousness, emotional stability, and openness shape how teachers interact with students and manage classroom challenges (Kim et al., 2020; Duckworth & Luthar, 2022). Teachers with positive personality traits are more resilient, plan lessons thoroughly, and build supportive relationships that foster student engagement.

Attitude, however, did not show a significant independent effect on teacher effectiveness ($\beta = 0.141$, $p > 0.05$). This finding suggests that while motivation and enthusiasm are valued, their influence may be indirect or dependent on contextual supports, rather than acting as a strong standalone driver of effectiveness (Klassen et al., 2022).

The moderation analysis highlighted the contextual role of soft infrastructure. While infrastructure did not significantly moderate the competence–effectiveness relationship, it strengthened the impacts of both personality ($\beta = 0.233$, $p < 0.05$) and attitude ($\beta = 0.268$, $p < 0.05$) on teacher effectiveness. This indicates that institutional support, resources, and professional development opportunities are especially important in enabling teachers' interpersonal qualities and motivational orientations to translate into tangible classroom effectiveness (OECD, 2022; García & Weiss, 2022).

Together, these findings suggest that policy and practice should prioritize strengthening teachers' professional competence while also creating supportive environments that amplify the benefits of positive personality traits and professional attitudes. Such a dual focus—building individual capacities and ensuring institutional alignment—can more effectively advance teacher effectiveness within Saudi Arabia's Vision 2030 reforms.

CONCLUSIONS

This study provides empirical evidence that competence and personality are significant drivers of teacher effectiveness in Jeddah's secondary schools, while attitude did not show a significant independent effect. Among these, competence emerged as the strongest predictor, underscoring the central importance of deep subject knowledge, pedagogical expertise, and effective classroom management strategies. Personality traits also contributed meaningfully, highlighting the role of resilience, conscientiousness, and emotional stability in sustaining effective teaching practices. By contrast, attitude—though often assumed to be critical—was not found to be a decisive factor once competence and personality were accounted for.

The moderating analysis revealed that soft infrastructure does not alter the effect of competence but significantly strengthens the influence of personality and attitude on teacher effectiveness. This indicates

that institutional resources and support are most impactful when enabling teachers' interpersonal traits and motivational orientations, rather than amplifying competence, which remains robust regardless of context.

Theoretically, these findings refine models of teacher effectiveness by demonstrating that intrinsic attributes are primary drivers, while contextual supports operate selectively as moderators. Practically, the results suggest that recruitment and training policies should go beyond academic qualifications to integrate assessments of personality and the cultivation of positive professional attitudes. School leadership and education authorities should also ensure that infrastructure and support systems are aligned with enabling teachers to leverage these softer attributes in practice.

Limitations of the study include reliance on self-reported data, focus on a single city, and the cross-sectional design, which restricts causal inference. Future research should adopt longitudinal and multi-source approaches, and further investigate contextual factors such as school leadership, workload, and policy frameworks that may shape teacher performance.

In conclusion, teacher effectiveness in Jeddah is shaped primarily by competence and personality, with supportive infrastructure enhancing the impact of personality and attitude. These insights provide a strong evidence base for advancing teacher-focused reforms under Saudi Arabia's Vision 2030, reinforcing the strategic importance of investing in teacher quality as the foundation for sustainable educational improvement.

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