

The Role of Competence, Psychological Capital, and Intrinsic Motivation Interventions in Influencing Teacher Performance in the Era of the COVID-19 Pandemic

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ABSTRACT

Purpose – This research aims to determine the role of competence and psychological capital and their impact on teacher performance directly or indirectly via intrinsic motivation, especially during the COVID-19 pandemic era.

Methodology/approach – This research method is causal quantitative using a saturated sample of 121 teachers at SD Yayasan Al Azhar Lampung. Using SEM-PLS as a data analysis method with the SmartPLS 3.2.9 application.

Findings – It found a positive and significant role of competency on teacher performance, competency on intrinsic motivation, psychological capital on intrinsic motivation, and intrinsic motivation on teacher performance. Then, the role of psychological capital is not positive and not significant for teacher performance. Also, the indirect relationship formed from this research path is that intrinsic motivation plays a positive and significant role in the relationship between teacher competence to teacher performance, and intrinsic motivation plays a positive and significant role in the relationship between psychological capital and teacher performance.

Novelty/value – Motivation intrinsic proven that it can intervene between psychological and teacher performance. Cause without intrinsic motivation, psychological capital hasn't impact on teacher performance.

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INTRODUCTION

At the beginning of 2020, the COVID-19 pandemic began to spread in Indonesia, causing a cultural change in the field of education. The implementation of Distance Education (PJJ) at the Al-Azhar Lampung Foundation has resulted in a decrease in teacher performance, as evidenced by teacher performance evaluation data in 2019 - 2021, namely teachers with a "Good" rating have shrunk from 95.9% in 2019 to 91.0% in 2020, and ends at 86.7% in 2021, while the foundation's target is 95%. The triggers for this phenomenon are online learning constraints, lack of readiness for change, and demotivation in implementing online learning, so there are indications of weak competence, psychological state, and motivation from teachers in implementing online learning in the era of the COVID-19 pandemic (Ernawati & Ningtyas, 2022; Gultom, 2021; Iskanto, 2022; Iskanto et al., 2022; Setiawan et al., 2022).

When it comes to distance education, educators' understanding of software features and the delivery of attractive online education is vital. So teacher competence in digitizing uncertain conditions (VUCA) is very much needed. Individual teachers are also required to have good psychology. Psychological Capital is the growth of organizational behaviour where psychological conditions are capital owned by a person (Luthans et al., 2007). Apart from being psychological, motivation also has

a position in supporting teacher performance. In their research, Ali et al. (2022) released that motivation is energy in increasing morale. Intrinsic motivation urges someone to achieve because of his personality. Unmotivated teachers are not easy to innovate and increase performance.

Research on the attachment of competence, psychological capital, and intrinsic motivation to performance, like Sentiana (2020), detects that competence has a positive role in teacher performance. And then Tovan & Rauf (2020) released that psychological capital has a positive role in performance. Also, Safitri (2019) states that intrinsic motivation has a significant positive role in employee performance. However, there are findings of the non-functioning variables studied, namely Astuti and Kurnia's research (2020) showing that competence does not play a positive role in motivation and performance, Dhermawan et al. (2012) proved an insignificant bond between motivation performance. Furthermore, the research objective is to determine the role of competence, psychological capital, as well as interventions from intrinsic motivation that can affect teacher performance at SD Yayasan Al Azhar Lampung. So it is hoped that it can use as a reference for institutions in ensuring strategies for increasing teacher performance by reviewing the results of their relationship with variables that indicate that it affects teacher performance, namely competence, psychological capital, and intrinsic motivation.

LITERATURE REVIEW & RESEARCH HYPOTHESIS DEVELOPMENT

Teacher Competency and Performance Relationship

Teacher competence is expertise in designing, implementing and evaluating learning (Pamuda & Mahmud, 2022). The implementation of tasks indicates teacher performance according to performance standards (Arifin & Barnawi, 2014). Based on RI Law no. 14 yrs. 2005, teacher performance is measured by mastery of the required competencies. Putra et al. (2021) released the positive role of competence on performance. Sampebua et al. (2021) describe competence's significant positive effect on performance. Similar results were also found in the research by Wijayanto & Rianti (2021), with the result that there is a positive and significant relationship between work competence and employee performance.

H1: Competence has a positive and significant impact on teacher performance

Relationship of Psychological Capital and Teacher Performance

Paek et al. (2015) and Susworo (2017) released psychological capital to create good human resources with understanding, sensitivity, and cooperation in work. Sampebua et al. (2021) state that teacher performance can see from their ability to carry out their responsibilities. Wiyani (2019) and Nery (2021) describe the factors that influence performance, one of which is psychological capital. According to Terence R. Mitchell in Nery (2021), the dimensions of teacher performance are work quality, work accuracy, work initiative, expertise, and communication. Imron & Warsah (2019) released the research results on psychological capital having a positive role in performance. Saraswati's research (2020) shows that psychological capital and organizational support positively and significantly affect performance. Berliana & Arsanti's research (2018) shows that self-efficacy, a dimension of psychological capital, has a positive and dominant influence on performance.

H2: Psychological capital has a positive and significant effect on teacher performance

The Relationship between Competence and Intrinsic Motivation

Mulyasa (2013) defines competency as a reflection of a combination of knowledge, skills, and behaviour. Pamungkas (2017) formulates competencies in educators' skills, expertise, and expertise so that students have noble character. The dominant aspects that affect competence are work ethic, teaching experience, learning, welfare, employment status, teaching load, motivation, and school infrastructure facilities (Hartini, 2006). One aspect that affects teacher competency is motivation (Darsih, 2017). Wijayanto & Rianti (2021) released a positive connection between competence and individual motivation, which impacts performance. Boset et al. (2017) found a positive relationship between competence and intrinsic motivation. Fransen et al. (2018) found that competence positively affects motivation and performance. Another study, namely by Ryan and Deci (2020), states that competence determines changes in motivation, exceptionally light

H3: Competence has a positive and significant effect on intrinsic motivation

Relationship between Psychological Capital and Intrinsic Motivation

Peterson et al. (2011) said macro aspects could affect psychological capital, such as economic conditions and events that affect individuals. Luthans et al. (2007) and Desiavi (2020) comment that

Psychological Capital is forming because of a positive organizational attitude characterized by measures including self-efficacy, optimism, hope, and resilience. Ali & Qazi (2018) found the role of psychological capital on intrinsic motivation in increasing positive and significant performance. Herdem (2019) shows that the resilience part of psychological capital has a positive - significant effect on motivation. Siu et al. (2014) conducted research with the results that intrinsic motivation is a separate construct, and intrinsic motivation can mediate the relationship between psychological capital and study engagement, with a positive relationship formed between psychological capital and intrinsic motivation

H4: Psychological capital has a positive and significant effect on intrinsic motivation

Relationship between Intrinsic Motivation and Teacher Performance

Pratiwi & Lusiana (2019) released intrinsic motivation, namely the feeling of self to act because it is fun or challenging. Intrinsic motivation refers to individual judgments regarding competence and inner satisfaction in achieving performance (Fischer et al., 2019). Uno (2016) said intrinsic motivation factors are the desire to succeed, encouragement to learn, hopes and dreams, and appreciation. Yusuf (2021) states that performance is an assessment of job responsibilities. Fahmi (2017) describes the performance as the level of achievement of the realization of organizational goals. Based on Frederick Herzberg's theory in Luthans (2015), the dimensions of intrinsic motivation include achievement, recognition, work, responsibility, and development. Andika (2020) released that intrinsic motivation triggers creativity and innovation in improving performance. Arifin & Singmin (2020) released that intrinsic motivation on employee performance produces positive results. Efendi (2021) released that intrinsic motivation positively influences performance. Andika & Darmanto (2020) state that employee empowerment and intrinsic motivation significantly influence employee performance. Kensiwi (2021) released that teacher performance influencing by expertise and motivation.

H5: Intrinsic motivation has a positive and significant effect on teacher performance

Relationship between Teacher Competence and Performance with Intervention from Intrinsic Motivation

Barat et al. (2021) found that intrinsic motivation can mediate the relationship between competence and performance. Kurniawan & Rahmadani (2020) researched and found a role for intrinsic motivation interventions in the effect of commitment, especially affective commitment, on employee performance. The results of the Sobel test from the research of Zakaria & Herawati (2021) show that competence has a positive and significant effect on work productivity through intrinsic motivation as an intervening variable, and compensation has a positive and significant effect on work productivity through intrinsic motivation as an intervening variable.

H6: Intrinsic motivation can intervene in the relationship between competence and teacher performance.

Relationship of Psychological Capital and Teacher Performance with Intervention from Intrinsic Motivation

Herminingsih's research (2020) regarding the role of intervention from intrinsic motivation finds that the fulfilment of basic psychological needs with the dimensions of competence, autonomy and attachment significantly affects lecturer performance in the teaching and learning process. And both directly and through intrinsic motivation as an intervening variable. Tran's research et al. (2021) showed that the intrinsic motivation variable could mediate the relationship between Psycap and performance. Devi & Tjahjadi (2020) also conducted research that found that psychological capital can mediate the relationship between the competence and performance of educator accountants.

H7: Intrinsic motivation can intervene in the relationship between psychological capital and teacher performance

From the development of the hypothesis, the conceptual framework for this study can compile as follows:

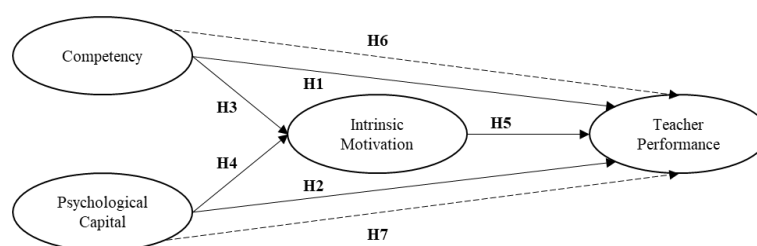


Figure 1: Conceptual Framework

METHOD

This research approach is causal quantitative to find whether the influence between variables uses data as an analytical tool (Sekaran & Bougie, 2016). A saturated sampling technique empowers the entire population, all teachers at SD Yayasan Al Azhar Lampung, with a total of 121 people. The data is processed using SEM PLS via the SmartPLS 3.2.9 application.

RESULT AND DISCUSSION

Characteristics of Respondents

Table 1. Characteristics of Respondents

	Items	Total	%
Gender	Male	20	16.53%
	Female	101	83.47%
age(yo)	21 - 30	59	48.76%
	31 - 40	41	33.88%
	41 - 50	21	17.36%
Education Level	Bachelors	109	90.08%
	Masters	12	9.92%

Source: Primary Data Processed (2022)

This study describes the foundation's condition as an educational institution dominated by female teachers with a D4/S1 education level and 21-30 years old.

Data analysis technique

This section presents the results of the data analysis stages of the data analysis method used in answering the hypotheses. The data will be processed using SEM-PLS via the SmartPLS 3.2.9 application with the Outer Model Evaluation & Inner Model Evaluation analysis stages.

Outer Model Evaluation

The outer Model analysis is carried out by testing the validity through convergent and discriminant validity tests, while the reliability test calculates the value of composite reliability and Cronbach's alpha.

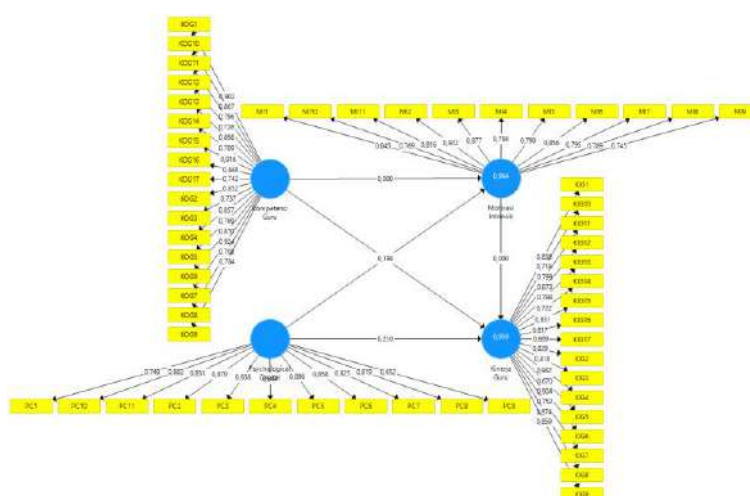


Figure 2. Initial Loading Factor Results

Figure 2 shows several indicators whose values are still below 0.7, so they must be eliminated, including KIG5, PC4, and PC9. The elimination results depicting in Figure 3 and Table 2. Showing valid results.

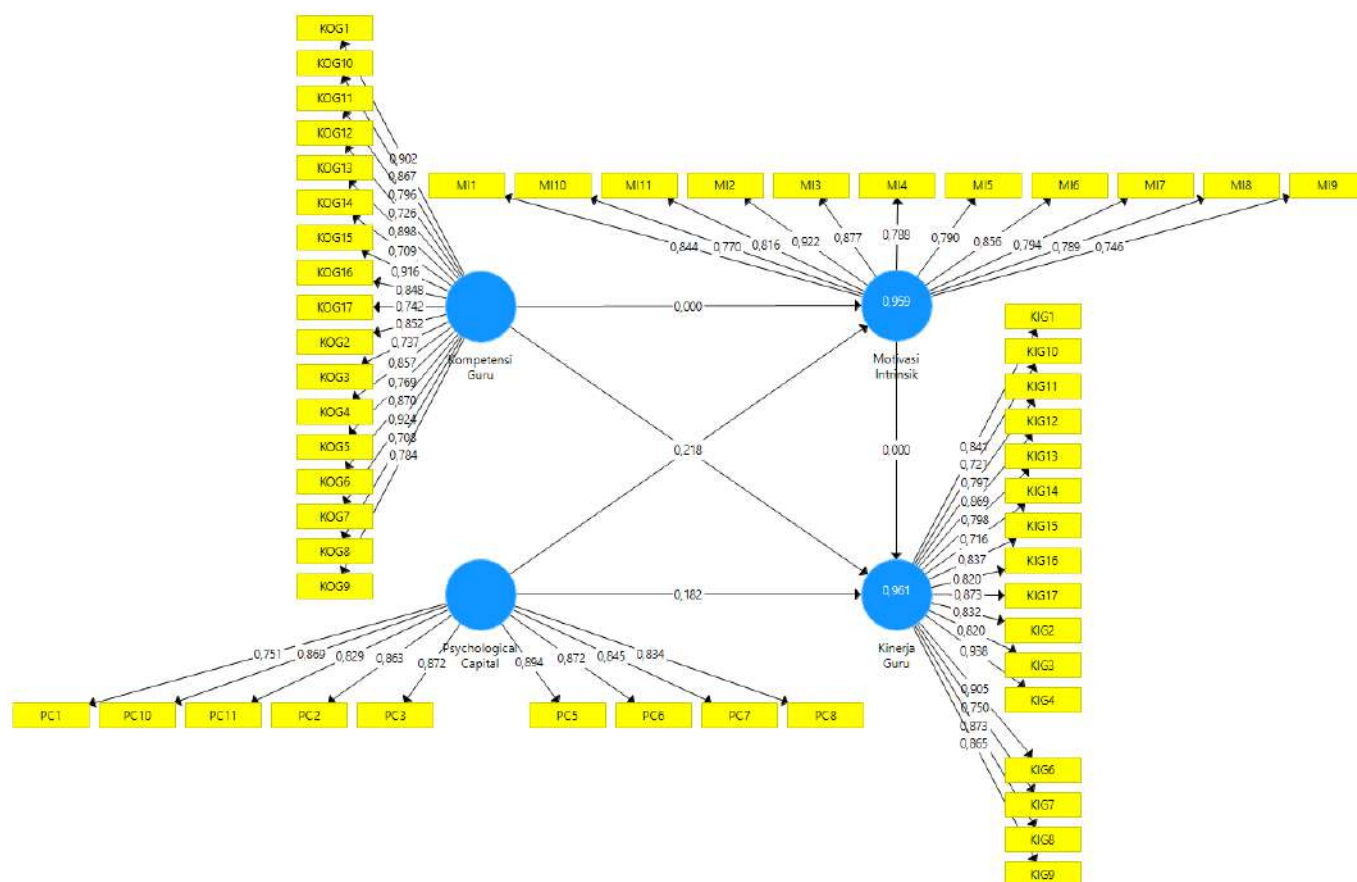


Figure 3. Final Loading Factor Results

Table 2. Final Loading Factor & AVE Results

Latent Variable	Manifest Variable	Loading Factor	Note	AVE
Competency	KOG1	0.902	Valid	0.674
	KOG2	0.852	Valid	
	KOG3	0.737	Valid	
	KOG4	0.857	Valid	
	KOG5	0.769	Valid	
	KOG6	0.870	Valid	
	KOG7	0.924	Valid	
	KOG8	0.708	Valid	
	KOG9	0.784	Valid	
	KOG10	0.867	Valid	
	KOG11	0.796	Valid	
	KOG12	0.726	Valid	
	KOG13	0.898	Valid	
	KOG14	0.709	Valid	
	KOG15	0.916	Valid	
	KOG16	0.848	Valid	
	KOG17	0.742	Valid	
Psychological Capital	PC1	0.751	Valid	0.720
	PC2	0.863	Valid	
	PC3	0.872	Valid	
	PC5	0.894	Valid	
	PC6	0.872	Valid	
	PC7	0.845	Valid	
	PC8	0.834	Valid	

	PC8	0.834	Valid	
	PC10	0.869	Valid	
	PC11	0.829	Valid	
Intrinsic Motivation	MI1	0.844	Valid	0.671
	MI2	0.922	Valid	
	MI3	0.877	Valid	
	MI4	0.788	Valid	
	MI5	0.790	Valid	
	MI6	0.856	Valid	
	MI7	0.794	Valid	
	MI8	0.789	Valid	
	MI9	0.746	Valid	
	MI10	0.770	Valid	
	MI11	0.816	Valid	
Teacher Performance	KIG1	0.841	Valid	0.690
	KIG2	0.832	Valid	
	KIG3	0.820	Valid	
	KIG4	0.938	Valid	
	KIG6	0.905	Valid	
	KIG7	0.750	Valid	
	KIG8	0.873	Valid	
	KIG9	0.865	Valid	
	KIG10	0.721	Valid	
	KIG11	0.797	Valid	
	KIG12	0.869	Valid	
	KIG13	0.798	Valid	
	KIG14	0.716	Valid	
	KIG15	0.837	Valid	
	KIG16	0.820	Valid	
	KIG17	0.873	Valid	

Information:

KOG: Competency; PC: Psychological Capital;

MI: Intrinsic Motivation (Intrinsic Motivation); KIG: Teacher Performance

Source: Processed Data (2022)

The *discriminant validity test* is from the *cross-loading value* (Ghozali 2015). Here are the results.

Table 3. Cross Loading

	Competency	Psychological Capital	Intrinsic Motivation	Teacher Performance
KOG1	0.902	0.839	0.869	0.874
KOG2	0.852	0.717	0.776	0.802
KOG3	0.737	0.607	0.670	0.702
KOG4	0.857	0.769	0.827	0.852
KOG5	0.769	0.652	0.700	0.745
KOG6	0.870	0.781	0.836	0.869
KOG7	0.924	0.817	0.869	0.898
KOG8	0.708	0.637	0.706	0.695
KOG9	0.784	0.775	0.773	0.771
KOG10	0.867	0.751	0.804	0.803
KOG11	0.796	0.703	0.756	0.790
KOG12	0.726	0.574	0.638	0.671
KOG13	0.898	0.820	0.879	0.885
KOG14	0.709	0.672	0.707	0.689
KOG15	0.916	0.860	0.909	0.912
KOG16	0.848	0.795	0.815	0.836
KOG17	0.742	0.690	0.729	0.689
PC1	0.688	0.751	0.728	0.698
PC2	0.789	0.863	0.834	0.810
PC3	0.785	0.872	0.814	0.791
PC5	0.845	0.894	0.868	0.866
PC6	0.756	0.872	0.815	0.770
PC7	0.752	0.845	0.805	0.756
PC8	0.714	0.834	0.759	0.730
PC10	0.799	0.869	0.846	0.803

PC11	0.713	0.829	0.768	0.715
MI1	0.790	0.777	0.844	0.791
MI2	0.919	0.874	0.922	0.921
MI3	0.815	0.805	0.877	0.819
MI4	0.736	0.755	0.788	0.722
MI5	0.778	0.769	0.790	0.757
MI6	0.790	0.816	0.856	0.820
MI7	0.717	0.755	0.794	0.739
MI8	0.704	0.710	0.789	0.707
MI9	0.690	0.659	0.746	0.724
MI10	0.735	0.756	0.770	0.754
MI11	0.809	0.754	0.816	0.802
KIG1	0.827	0.708	0.789	0.841
KIG2	0.831	0.820	0.812	0.832
KIG3	0.814	0.746	0.818	0.820
KIG4	0.916	0.891	0.928	0.938
KIG6	0.883	0.846	0.896	0.905
KIG7	0.675	0.653	0.721	0.750
KIG8	0.846	0.728	0.817	0.873
KIG9	0.835	0.770	0.855	0.865
KIG10	0.696	0.669	0.717	0.721
KIG11	0.754	0.724	0.764	0.797
KIG12	0.842	0.805	0.833	0.869
KIG13	0.770	0.771	0.750	0.798
KIG14	0.709	0.666	0.669	0.716
KIG15	0.819	0.768	0.798	0.837
KIG16	0.797	0.739	0.761	0.820
KIG17	0.849	0.764	0.806	0.873

Source: Processed Data (2022)

Table 3 shows that the *loading factor value* for each indicator is more significant than its *cross-loading value*. So, this shows that all indicators in this study are valid.

The reliability test measures composite reliability and Cronbach's alpha, where a construct is declared reliable if the value is 0.7 (for composite reliability) and 0.6 (for Cronbach's alpha) (Ghozali, 2015). The result of the calculation is as follows.

Table 4. Cronbach's Alpha & Composite Reliability

Variables	Cronbach's Alpha	Composite Reliability
Competency	0.969	0.972
Psychological_Capital	0.951	0.959
Intrinsic Motivation	0.950	0.957
Teacher Performance	0.970	0.973

Source: Processed Data (2022)

The composite reliability and Cronbach's alpha measurements results stated that all variables had composite reliability values above 0.7 and Cronbach's alpha values above 0.6. Therefore, these results state that the reliability of this study meets the standards and has high value.

Evaluation of the Inner Model

The inner model examines the relationship between constructs or latent variables by looking at the estimated parameter coefficients and their significance.

R² test, there are three categories of R² values, namely 0.67 (strong), 0.33 (moderate) and 0.19 (weak) (Ghozali, 2015). The R² value of this study is as follows.

Table 5. R² Test

Variables	R ²	R ² Adjusted	Prediction models
Teacher Performance	0.961	0.960	strong

Intrinsic Motivation	0.959	0.958	strong
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Source: Processed Data (2022)

It concludes that the relationship between competence, psychological capital, and intrinsic motivation is strong with 96.1% of teacher performance, and the relationship between competence and psychological capital is strong with 95.9% of intrinsic motivation.

F2 test to see the effect of exogenous latent variables on endogenous variables and whether they have a substantive effect. The interpretation of the recommended f2 value is > 0.02 , which has little effect; > 0.15 has a moderate effect, and > 0.35 has a significant effect.

Table 6. f^2 test

	Competency	Psychological Capital	Intrinsic Motivation	Teacher Performance
Competency			1,411	0.703
Psychological Capital			0.983	0.022
Intrinsic Motivation				0.167
Teacher Performance				

Source: Processed Data (2022)

The results explained that the magnitude of the influence of teacher competence on intrinsic motivation and teacher performance is substantial, the influence of psychological capital on intrinsic motivation is strong, and teacher performance is weak. Then the effect of intrinsic motivation on teacher performance is moderate.

The Q2 test uses to determine the predictive relevance of the developed model.

Table 7. Q^2 Test

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Competency	2057,000	2057,000	
Psychological Capital	1089,000	1089,000	
Intrinsic Motivation	1331,000	485,211	0.635
Teacher Performance	1936,000	667,067	0.655

Source: Processed Data (2022)

The test results found that Q2 of the compiled models had a value of > 0 , so the model was declared to have met predictive relevance when the model reconstruct properly.

Structural path significance t-test. The t-value indicates the critical value (t-table) of the path coefficient for the one-way hypothesis, with a significance level of 5% is 1.67. The significance value calculates using the bootstrap method.

Table 8. Path Coefficient & Specific Indirect Effect

	Original Sample (O)	Sample Means (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Results
KOG -> KIG	0.585	0.585	0.058	10.004	0.000	Accept
PC -> KIG	0.008	0.011	0.065	0.118	0.453	Reject
KOG -> MI	0.548	0.550	0.040	13,723	0.000	Accept
PC -> MI	0.457	0.455	0.039	11,628	0.000	Accept
MI -> KIG	0.398	0.395	0.096	4.158	0.000	Accept
KOG -> MI -> KIG	0.218	0.217	0.054	4,027	0.000	Accept
PC -> MI -> KIG	0.182	0.180	0.047	3,845	0.000	Accept

Information:

KOG: Competency; PC: Psychological Capital;

MI: Intrinsic Motivation (Intrinsic Motivation); KIG: Teacher Performance

Source: Processed Data (2022)

In addition to data, the bootstrapping process will produce output in the path described below.

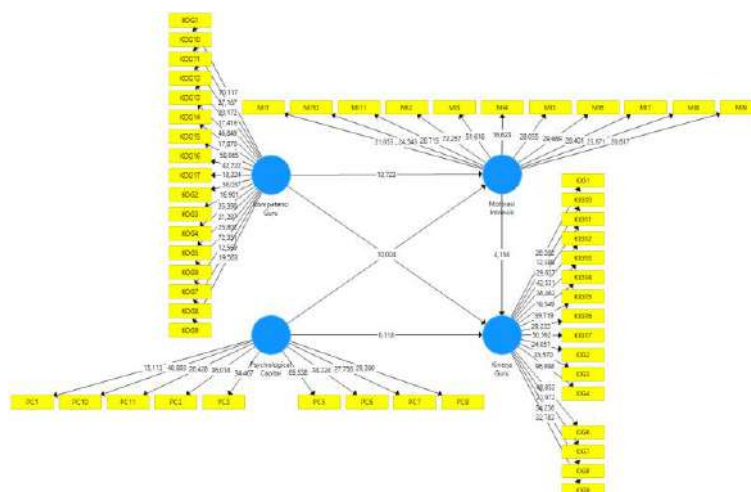


Figure 4. Bootstrapping results

Discussion

The research found that H1 is accepted and indicates teacher competence has a positive and significant influence on teacher performance, which means that if the teacher has good competence, the teacher's performance will also be good. Research that supports these results includes research by Sampebua et al. (2021) teacher competence and performance have a positive and significant relationship, and Putra et al. (2021) competence has a positive and significant effect on performance. Pedagogical competence has a more dominant value in shaping teacher performance results, and Hamdani & Saluy (2020) there is a positive and significant relationship between work competence and employee performance.

Next, H2 reject and indicates psychological capital has no positive and insignificant effect on teacher performance. It means that if the teacher's level of psychological capital is high, it is not certain, or in this study, it does not impact the teacher's performance. Research supporting this result is from Lusiyani & Helmy (2020) examining the effect of psychological capital on performance. It turns out that the results are similar to the current research, where there is no significant effect of psychological capital on performance, especially the optimism dimension. Irawan & Hidayat (2021) also found that psychological capital has no significant effect on performance.

H3 is accepted and indicates teacher competence has a positive and significant influence on intrinsic motivation and gives, meaning that if the teacher's competence is high, it will have a good impact on the intrinsic motivation of the teacher and vice versa. The research results supported by Wijayanto & Rianti (2021) show good individual motivation positively affects performance. Boset et al. (2017) found that there is a positive relationship between the competencies possessed by teachers on motivation, such as self-confidence and being able to excel. Fransen et al. (2018) competence positively affect motivation and sports activities performance. Fu'ad & Aminuddin (2020) stated that competence and intrinsic motivation have no significant relationship.

H4 is accepted and indicates Psychological Capital has a positive and significant influence on intrinsic motivation. The better of psychological capital, the better of teacher's intrinsic motivation will be, and vice versa. Ali & Qazi's (2018) study indicates a positive and significant relationship between psychological capital and intrinsic motivation. Herdem's (2019) study indicates that resilience, a dimension of psychological capital, has a positive and significant effect on students' self-motivation. In contrast, other dimensions of psychological capital do not show a significant interaction with motivation. Siu et al. (2014) conducted research with the results that intrinsic motivation is a separate construct, and intrinsic motivation can mediate the relationship between psychological capital and study engagement, with a positive relationship formed between psychological capital and intrinsic motivation

Results also found that H5 is accepted and indicates intrinsic motivation has a positive and significant influence on teacher performance which means that if intrinsic motivation is high, it will have a good impact on teacher performance. Arifin & Singmin (2020) found that intrinsic motivation affects employee performance, giving positive results. Efendi (2021) research revealed that intrinsic motivation positively affects knowledge-based signature skills and employee performance. Andika & Darmanto (2020) also state that there is a significant influence between employee empowerment and intrinsic motivation, which significantly affects employee performance. Saluy & Treshia (2018) also conducted research, and the results of this study indicate that intrinsic motivation has a positive effect on employee performance, as well as research from Patty et al. (2017) and Hamdani & Saluy (2020) also found something similar in their research. Saluy & Musanti (2019) and Saluy & Wibowo (2018) also state that intrinsic motivation positively influences performance.

H6 was accepted and indicated intrinsic motivation as a mediator of the relationship between Teacher Competence and Performance succeeded and gives the meaning that intrinsic motivation can complement and reinforce teacher competence in influencing teacher performance. Barat et al. (2021) researched the relationship between competence and performance with the mediating variable of intrinsic motivation. The results say intrinsic motivation can mediate the relationship between competence and performance. Kurniawan & Rahmadani (2020) researched and found a role for intrinsic motivation interventions in the effect of commitment, especially affective commitment, on employee performance. The results of the Sobel test from the research of Zakaria & Herawati (2021) show that competence has a positive and significant effect on work productivity through intrinsic motivation as an intervening variable, and compensation has a positive and significant effect on work productivity through intrinsic motivation as an intervening variable.

Finally, H7 was accepted and indicated that intrinsic motivation as a mediator of the relationship between Psychological Capital and Teacher Performance succeeded and gave meaning that intrinsic motivation can complement and provide a supporting impact for Psychological Capital in influencing Teacher Performance. Herminingsih's research (2020) regarding the role of intervention from intrinsic motivation found that the fulfilment of basic psychological needs with the dimensions of competence, autonomy and attachment significantly affects lecturer performance in the teaching and learning process. And both directly and through intrinsic motivation as an intervening variable. Tran research et al. (2021) showed that the intrinsic motivation variable could mediate the relationship between Pyscap and performance. Devi & Tjahjadi (2020) also conducted research that found that psychological capital can mediate the relationship between the competence and performance of educator accountants.

CONCLUSION

The findings of the research and discussion indicate that teacher competence has a positive and significant impact on teacher performance. Psychological capital has no positive or statistically significant effect on teacher performance. Teacher competence has a significant and positive impact on intrinsic motivation. Psychological capital has a significant and positive influence on intrinsic motivation. Intrinsic motivation has a positive and significant effect on teacher performance; it can also mediate the relationship between teacher competence and teacher performance and the relationship between psychological capital and teacher performance. Researchers investigated the relationship between teacher competence and teacher performance directly and indirectly through intrinsic motivation in this study. The impact of these variables on teacher performance suggests other possible variables.

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