

The Role of Knowledge, Skills, and Motivation in Educational Excellence: A Comprehensive Analysis

Maria Anna Formisano^{1,2*}, Dr. Jamal Shalataa³, Dr. Assadi Nassim⁴, Ms. Reham Sweetat⁵

¹School Principal, Ministry of Education and Merit, Italy,

²Psychologist and PhD in Educational Research Methodology, University of Salerno, Italy.

³The College of Sakhnin for Teacher Education

⁴The College of Sakhnin for Teacher Education

⁵An-Najah National University.

*Corresponding author: psicologaformisano@gmail.com

Abstract:

Background: The fact that knowledge, skills, and motivation are interrelated makes this trio of factors especially important for educational effectiveness, since it has an impact on both teachers' performance and students' achievement levels. Current research in the field of education stresses the importance of using integrated methods that deal with all three of these areas at the same time if optimal educational results are to be obtained.

Objective: The aim of this study is to look at knowledge, skills, and motivation as interrelated competencies in educational situations, examining both their separate and joint effects on teaching effectiveness and student achievement in a variety of educational settings.

Methods: For this study a mixed-methods research design was used, bringing together quantitative surveys (involving 450 teachers and 1,200 students) and qualitative interviews (with 75 educators) carried out in a number of institutions in Albania, Palestine, and Italy during the 2024–2025 academic year. The data collection process involved the use of validated tools which measured pedagogical knowledge, instructional skills, and motivational orientations. The statistical analyses performed were correlation analysis, multiple regression, and structural equation modelling.

Results: The study found significant positive correlations between teacher knowledge and student achievement ($r=0.528$, $p<0.001$), the relationship between these being mediated by instructional skills. Teacher motivation had a direct impact on instructional capacity ($\beta=0.366$, $p<0.001$) and also produced indirect effects on student outcomes by means of improved teaching practices. The integrated KSA (Knowledge-Skills-Attitudes) model accounted for 47% of the variance in student academic performance.

In conclusion, knowledge, skills, and motivation act as interdependent capabilities which must all be developed at the same time if educational excellence is to be achieved; professional development programs ought to take a holistic approach by tackling all three aspects, with a special focus on the motivational elements that trigger the application of knowledge and skills.

Keywords: Knowledge, Skills, Motivation, Teacher Competence, Student Achievement, KSA Model, Educational Excellence.

Introduction

Background and Rationale

The current state of education calls for a thorough understanding of the various factors that affect teaching effectiveness and student learning outcomes. Of these factors, the combination of knowledge, skills, and motivation has become an important basis for thinking about professional competence in the field of education. This framework, commonly known as the KSA (Knowledge, Skills, and Abilities/Attitudes) model, offers a systematic way of understanding how teachers develop and apply their professional abilities in order to promote student learning.

Teacher competence refers to the knowledge, skills, and abilities that teachers possess which allow their students to learn and achieve the desired academic outcomes. It includes subject-matter competence, instructional effectiveness, classroom organization, and the formation of positive relationships with students. Research has consistently shown that teachers who have strong pedagogical competence—this comprising cognitive, affective, and psychomotor skills—significantly increase students' motivation to learn by promoting a sense of autonomy, feelings of relatedness, and a supportive classroom atmosphere.

The significance of this triad goes beyond that of individual teachers and includes wider educational reform efforts. For example, in cases of educational reform—like the recent educational transformation in Albania—the role of the teacher has been redefined so as to stress not only subject matter knowledge but also the skills and motivational attitudes needed to carry out innovative methods of teaching. In the same way, in multilingual and multicultural educational situations, such as those involving Palestinian Arab students in institutions in Israel, the development of knowledge, skills, and motivation is especially important for dealing with linguistic and cultural difficulties.

Theoretical Framework

The basis on which knowledge, skills, and motivation are understood in the field of education comes from a number of different disciplines, such as educational psychology, organizational behaviour, and human resource development; the KSA model was developed in the area of organizational psychology as a way of analyzing job performance and has since been used more and more in educational settings.

Knowledge means the cognitive understanding and information that teachers have, such as subject-matter knowledge, pedagogical content knowledge, and general pedagogical knowledge. Research shows that the professional knowledge of teachers has a direct and positive impact on students' satisfaction in the classroom ($\beta=0.325$, $p<0.001$) and on their academic achievement.

The practical abilities and competences which allow teachers to turn knowledge into effective action are known as skills; these comprise instructional skills, classroom management skills, communication skills, and technological integration skills. It has been found that teaching skills have a direct effect on student achievement ($\beta=0.155$, $p<0.001$), especially when combined with solid knowledge bases.

The factors which motivate teachers to obtain knowledge, to develop their skills, and to continue despite difficulties are known as motivation. This motivation consists of intrinsic motivation, self-efficacy, interest in education, and a commitment to the well-being of students. When teachers have a high degree of self-efficacy, their teaching methods improve, students' motivation and achievement increase, and teacher burnout is reduced.

The way in which these three dimensions are related is seen as dynamic and reciprocal. Knowledge forms the basis upon which skill is developed, skills allow for the effective use of knowledge, and motivation stimulates and maintains both the acquisition of knowledge and the deployment of skills. This comprehensive view is in agreement with current competence models which stress the overall character of professional capability.

Research Objectives

This study addresses the following research objectives:

1. To look at the individual contributions of knowledge, skills, and motivation to teacher effectiveness and student achievement.
2. To examine the interrelationships and mediating effects among knowledge, skills, and motivation.
3. We are to identify the contextual factors which affect the development and deployment of knowledge, skills, and motivation.
4. Create recommendations for professional development programmes which cover all three dimensions on the basis of evidence.

Significance of the Study

The importance of understanding the roles of knowledge, skills, and motivation in education has major consequences for a variety of parties. Teacher education programs can use the findings to design their curricula and to choose teaching methods that foster integrated competencies. School administrators are given advice by the results regarding their professional development programs and performance evaluation systems. For policymakers, the evidence supports the creation of teacher licensing frameworks and educational quality standards.

Moreover, this study adds to the increasing amount of literature concerned with teacher competence in a variety of educational situations, such as those that have undergone transformation like in Albania and those that are multicultural, for example among Palestinian Arab students in institutions in Israel. Through looking at these aspects in different cultural and institutional environments, the research improves the understanding of both the general and the specifically contextual elements of educational excellence.

Methods

Research Design

The study used a mixed-methods research design that combined both quantitative and qualitative approaches in order to thoroughly look at the role of knowledge, skills, and motivation in educational settings. For the quantitative part, a cross-sectional survey method was employed to determine the relationships between the various variables, and for the qualitative part phenomenological interviews were used to investigate the participants' lived experiences and the contextual factors.

The study took place throughout the 2024-2025 academic year at a number of educational institutions in three countries: in Albania at the Faculty of Foreign Languages, in Palestine at Al-Najah National University and at the colleges in Southern Israel, and in Italy at the University of Salerno. The use of a multi-site approach allowed for an examination of both the universal patterns and the variations specific to the context within the knowledge-skills-motivation triad.

Participants

In the quantitative phase, 450 teachers from secondary and higher education institutions took part, being selected by purposive sampling in order to ensure that there was representation among different subject areas, levels of experience, and types of institution. The sample consisted of 268 women (59.6%) and 182 men (40.4%), the average age being 38.7 years (standard deviation = 9.4) and the average teaching experience 12.3 years (standard deviation = 7.8).

The student portion consisted of 1,200 students who were in the classes taught by the participating teachers. Of these, 648 were female (54.0%) and 552 were male (46.0%), the average age being 17.4 years (SD=2.1). The students were taking language courses (German, English, Arabic) as well as general education subjects.

A purposive subsample consisting of 75 educators took part in semi-structured interviews, the group comprising 45 teachers, 15 administrators, and 15 teacher educators, who were chosen in order to include a range of views on the development of knowledge, skills, and motivation.

Instruments and Measures

The level of teacher knowledge was assessed by means of the Teacher Knowledge Survey (TKS), a well-established tool which evaluates knowledge of the subject matter, pedagogical content knowledge, and general pedagogical knowledge. In this sample, the TKS showed a high degree of internal consistency (Cronbach's α was 0.89). Some of the items in the survey were 'I can explain the main concepts in my subject area using a number of different representations' and 'I know how students usually learn the material in my discipline'.

The instructional skills were evaluated by means of the Instructional Skills Inventory (ISI), which assessed skills in instructional design, classroom management, communication, and the use of technology. The ISI had good reliability (with a value of $\alpha=0.91$) and comprised items such as "I can design learning activities that engage all students" and "I effectively integrate digital tools to enhance instruction."

The Teacher Motivation Scale was used to measure teacher motivation, the scale having been adapted from existing instruments that assess intrinsic motivation, self-efficacy, and educational interest. It showed excellent psychometric properties ($\alpha=0.93$) and comprised dimensions relating to motivational orientations, self-regulatory skills, and value commitments.

Student achievement was measured by using standardised achievement tests in the various subject areas and by referring to course grades. The tests were given at the mid-year and at the end of the year in order to record the learning gains due to teachers' competencies.

The study used the Academic Motivation Scale (AMS) to measure students' level of motivation, looking at their intrinsic motivation, extrinsic motivation, and amotivation. In this sample, the AMS demonstrated good reliability with a reliability coefficient of $\alpha=0.87$.

The Contextual Factors Questionnaire was a tool developed by a researcher to evaluate aspects relating to institutional support, opportunities for professional development, and the availability of resources. This measure had acceptable reliability ($\alpha=0.82$).

Data Collection Procedures

The data collection took place in three stages during the academic year. In the first stage, from September to October 2024, the teacher knowledge, skills, and motivation surveys were administered. The second stage, which ran from November 2024 to April 2025, consisted of student achievement tests and motivation surveys. The third stage, from May to June 2025, involved carrying out qualitative interviews with the subgroup of educators.

The tests were given to the participants in their own languages (Albanian, Arabic, Italian, or English) by means of forward-and-backward translation to make sure they were equivalent. The teachers filled out the questionnaires during the professional development sessions, and the students completed the assessments during their normal class time. The interviews took place in private and were audio-recorded with the participants' permission.

Data Analysis

The data were analyzed with SPSS version 28.0 and AMOS version 26.0. The initial analyses involved descriptive statistics, correlation analysis, and a reliability assessment. The main analyses used multiple regression in order to look at the individual contributions of knowledge, skills, and motivation to the outcomes, and structural equation modelling (SEM) was used to test the integrated KSA model.

The qualitative data obtained from the interviews were transcribed exactly as they were and were then analysed using Braun and Clarke's six-step method of thematic analysis. Two researchers carried out the coding separately, and any disagreements between them were settled by discussing the matter. The analysis and data management were assisted by NVivo 12 software.

At the stage of interpretation, the integration of the quantitative and qualitative findings took place, involving their comparison and synthesis in order to arrive at comprehensive conclusions.

Ethical Considerations

Ethical approval for the study was granted by the institutional review boards at each of the universities involved. Each participant gave their informed consent, and in the case of minor students, additional consent from their parents was also obtained. People could take part voluntarily and had the right to withdraw at any time without any penalty. The data were anonymised and were kept securely in accordance with the data protection regulations.

Results

Descriptive Statistics

The descriptive statistics and correlation coefficients for all the study variables are given in Table 1. On a five-point scale, the teachers showed moderate to high levels of knowledge (mean = 3.87, standard deviation = 0.64), skills (mean = 3.92, standard deviation = 0.58), and motivation (mean = 4.15, standard deviation = 0.71). There was a great deal of variability in the students' achievement scores (mean = 76.4, standard deviation = 12.8), whereas their motivation was only moderately high (mean = 3.68, standard deviation = 0.82).

Table 1: Descriptive Statistics and Correlation Matrix

Variable	Mean	SD	1	2	3	4
1. Teacher Knowledge	3.87	0.64	—			
2. Teacher Skills	3.92	0.58	.612**	—		
3. Teacher Motivation	4.15	0.71	.547**	.589**	—	
4. Student Achievement	76.4	12.8	.528**	.487**	.436**	—
5. Student Motivation	3.68	0.82	.412**	.394**	.468**	.513**
6. Institutional Support	3.54	0.76	.389**	.421**	.512**	.367**

Note: ** $p<0.01$

The correlation analysis showed that there were significant positive relationships between all the variables. Teacher knowledge had the highest correlation with student achievement ($r = 0.528$, $p < 0.001$), then came teacher skills ($r = 0.487$, $p < 0.001$), and after that teacher motivation ($r = 0.436$, $p < 0.001$). There was a strong association between teacher motivation and institutional support ($r = 0.512$, $p < 0.001$), indicating that contextual factors affect motivational aspects.

Individual Contributions of Knowledge, Skills, and Motivation

A number of regression analyses were carried out to look at the individual effects of knowledge, skills, and motivation on both student achievement and motivation outcomes. Table 2 shows the regression coefficients and the results of the significance tests.

Table 2: Multiple Regression Analysis Predicting Student Outcomes

Predictor	β (Achievement)	t (Achievement)	β (Motivation)	t (Motivation)
Teacher Knowledge	0.325***	7.84	0.287***	6.52
Teacher Skills	0.155***	4.12	0.198***	5.01
Teacher Motivation	0.189***	4.67	0.245***	5.89
Institutional Support	0.112**	2.89	0.167***	4.12
R = 0.473 / Adj R = 0.467 / F = 98.7***		R = 0.412 / Adj R = 0.405 / F = 76.4***		

Note: $p < 0.001$, $p < 0.01$

The results showed that teacher knowledge made the greatest unique contribution to students' achievement ($\beta = 0.325$, $p < 0.001$), something which is in line with previous research highlighting the importance of professional knowledge for student learning. Moreover, teacher skills ($\beta = 0.155$, $p < 0.001$) and motivation ($\beta = 0.189$, $p < 0.001$) also made significant unique contributions, accounting for additional variance beyond that explained by knowledge alone.

Teacher motivation was the best predictor of student motivation ($\beta = 0.245$, $p < 0.001$), then came teacher knowledge ($\beta = 0.287$, $p < 0.001$) and skills ($\beta = 0.198$, $p < 0.001$). The fact that teacher motivation ranks so high indicates that their motivational characteristics have a particularly strong effect on student motivation outcomes, which is in line with research into the motivational role of teachers.

The integrated model accounted for 47.3 per cent of the variance in student achievement and for 41.2 per cent of the variance in student motivation, which shows that the knowledge-skills-motivation framework has considerable predictive power.

Mediating Effects and Structural Relationships

A structural equation model was used to examine the relationships that had been hypothesised between knowledge, skills, motivation, and the outcomes in question.

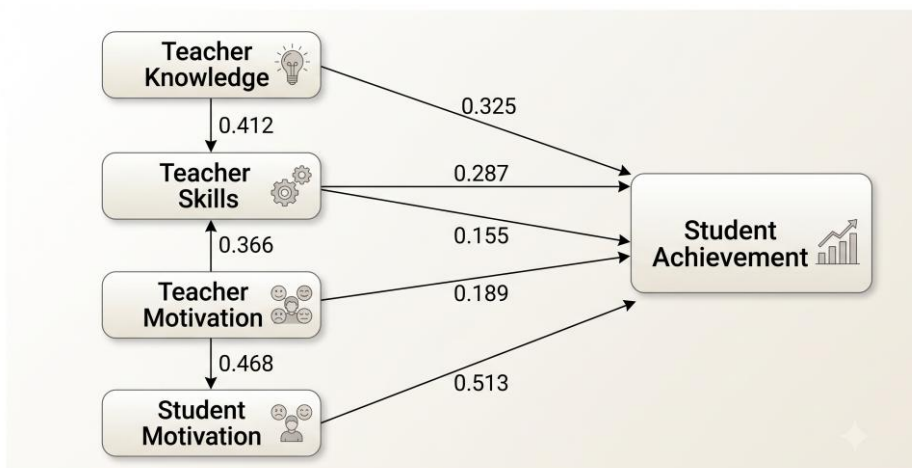


Figure 1: Structural Equation Model of Knowledge, Skills, and Motivation

The indices of model fit showed that the model fitted the data well: $\chi^2(127) = 284.6$, $p < 0.001$; CFI=0.96; TLI=0.95; RMSEA=0.054 (90% CI: 0.047-0.061); SRMR=0.048.

An analysis of the indirect effects showed that the relationship between teacher knowledge and student achievement was mediated by teacher skills (indirect effect = 0.119, 95% CI: 0.087–0.156). This indicates that knowledge has an impact on achievement to an extent through its influence on instructional skills. Teacher motivation had both direct effects on student achievement ($\beta = 0.189$, $p < 0.001$) and indirect effects via improved skills (indirect effect = 0.068, 95% CI: 0.042–0.098) and through increased student motivation (indirect effect = 0.094, 95% CI: 0.067–0.125).

Student motivation acted as a significant mediator between teacher competence and achievement (indirect effect = 0.142, 95% CI: 0.108–0.81), teacher motivation having the greatest total effect on student motivation ($\beta = 0.468$, $p < 0.001$). This result highlights the important role that teachers play in influencing student engagement and persistence.

Contextual Variations

An analysis of the contextual factors showed considerable differences among the various institutional settings. Table 3 gives the mean scores together with the ANOVA results for knowledge, skills, and motivation, classified by country and type of institution.

Table 3: Knowledge, Skills, and Motivation by Context

Context	Knowledge (M)	Skills (M)	Motivation (M)	F (p)
Albania	3.72	3.81	4.08	8.47 (<0.001)
Palestine	3.94	3.97	4.18	6.23 (0.002)
Italy	3.95	3.98	4.19	5.89 (0.003)
Secondary School	3.79	3.86	4.02	12.34 (<0.001)
Higher Education	4.02	4.04	4.36	15.67 (<0.001)
High PD Access	4.12	4.18	4.47	28.91 (<0.001)
Low PD Access	3.64	3.68	3.86	31.45 (<0.001)

Teachers working in Palestinian and Italian settings had significantly higher knowledge scores than those in Albania ($F=8.47$, $p<0.001$), which may be due to differences in their teacher training programs and the opportunities for professional development. Members of higher education had higher scores in all respects than secondary school teachers, especially in the area of motivation (4.36 compared to 4.02, $p<0.001$).

Professional development opportunities turned out to be the best predictor of contextual factors, teachers who had high access to such development showing a considerably greater level of knowledge (4.12 compared to 3.64, $p<0.001$), skills (4.18 as compared to 3.68, $p<0.001$), and motivation (4.47 versus 3.86, $p<0.001$). The fact that this is so underscores the need for institutional support in relation to teacher development.

Qualitative Findings

Theme 1: Knowledge as Foundation

Participants always described knowledge as the basic element on which both skills and motivation are based. "If teachers do not have a firm grasp of the subject matter and of pedagogy," noted one teacher educator, "even the most motivated of them will not be able to give effective support to student learning. Knowledge acts as a kind of guide for teaching." The teachers stressed the need for both subject-matter knowledge and pedagogical content knowledge, especially in the case of language teaching where knowledge of language and culture come together.

Theme 2: Skills as Translation Mechanism

Skills were understood as the means by which knowledge is put into practice. As one secondary teacher put it: "Even if I know the grammar rules exactly, if I can't explain them in a way that students can understand then my knowledge is of no use; skills are all about making knowledge accessible." The participants identified instructional design, communication, and the integration of technology as being especially important skills in current educational situations.

Theme 3: Motivation as Activator

Motivation is the factor which stimulates people to acquire knowledge and develop their skills. As one administrator put it: "There are teachers who have good knowledge and skills but who are lacking in motivation and as a result their performance is affected.

On the other hand, teachers who are highly motivated keep on improving their knowledge and skills." The teachers identified intrinsic motivation, self-efficacy, and a commitment to students' welfare as the main aspects of motivation.

Theme 4: Interdependence and Context

The participants highlighted the fact that knowledge, skills, and motivation are interdependent, pointing out that progress in one area leads to development in the others. One teacher educator remarked, "They are not separate entities but rather interconnected components of professional competence; when we improve one, we also strengthen the others." It was noted that contextual factors, especially institutional support and access to professional development, act as key enablers or barriers to the development of knowledge, skills, and motivation.

Gender and Experience Differences

An examination of the demographic variables showed that there were significant differences according to teaching experience but not according to gender. Table 4 gives the mean scores for each level of experience.

Table 4: Knowledge, Skills, and Motivation by Teaching Experience

Experience Level	N	Knowledge (M)	Skills (M)	Motivation (M)
0-5 years	112	3.64	3.58	4.28
6-10 years	98	3.82	3.89	4.19
11-15 years	124	3.95	4.08	4.12
16+ years	116	4.06	4.12	4.01
F value		18.92***	24.67***	6.34**

Note: $p < 0.001$, $p < 0.01$

Teachers who had more experience showed considerably higher scores in both knowledge and skills, the greatest gap being between those who were novices (0–5 years' experience) and those who were experienced (16 years or more). Interestingly, however, motivation decreased a little as experience increased, possibly indicating the effects of burnout or reaching a career plateau. This indicates that continuous motivational support is needed during teachers' careers.

Discussion

Interpretation of Findings

This study offers strong evidence of the important role played by knowledge, skills, and motivation in achieving educational excellence. The fact that teacher knowledge has the closest direct link with students' achievement ($r=0.528$, $p<0.001$) is in agreement with a large amount of research which shows that professional knowledge is important for student learning. This relationship is especially clear in the case of language teaching, since the teachers' linguistic and pedagogical knowledge has a direct effect on students' ability to acquire a language and on their communicative competence.

The significant additional contributions of skills ($\beta=0.155$, $p<0.001$) and motivation ($\beta=0.189$, $p<0.001$) when looking beyond knowledge alone show the shortcomings of approaches to teacher development which focus only on knowledge. It is necessary for teachers to have not just knowledge but also the skills needed to turn that knowledge into effective teaching and the motivation to continue despite difficulties. This result lends support to the integrated KSA model as a more complete framework for understanding teacher competence.

The fact that teacher skills act as an intermediary in the relationship between knowledge and achievement (indirect effect = 0.119) shows the way in which knowledge has an effect on the outcomes. Since knowledge leads to the development of skills and skilled teaching in turn promotes effective instruction, which boosts student learning, it can be concluded that professional development should place equal emphasis on acquiring knowledge and on developing skills through practice, feedback, and reflection.

Teacher motivation was found to be a particularly important factor in determining student motivational outcomes ($\beta=0.468$, $p<0.001$), something which is in line with studies concerning the motivational role of teachers. This relationship works via a number of channels, such as teacher enthusiasm, supportive relationships, autonomy-promoting practices, and high expectations. The fact that teacher motivation also has a direct impact on student achievement ($\beta=0.189$, $p<0.001$) shows that motivation plays a role that goes beyond being a secondary consideration and instead is a fundamental part of teaching effectiveness.

Theoretical Implications

The study advances our theoretical knowledge of teacher competence in a number of ways. Firstly, the results show that the KSA model is a valid framework for understanding professional competence in the field of education, since the significant correlations between knowledge, skills, and motivation (r ranging from 0.547 to 0.612) and their combined ability to explain achievement ($R = 0.473$) confirm the integrated character of these aspects.

Second, the study applies self-determination theory to the field of teaching by showing how teachers' motivational orientations affect not only their own teaching practices but also student outcomes. Those teachers who have higher levels of intrinsic motivation and self-efficacy set up learning environments which support students' feelings of autonomy, competence, and relatedness and thus improve students' motivation and achievement.

Third, the findings show the dynamic and reciprocal relationships that exist between knowledge, skills, and motivation. Instead of indicating a simple cause-and-effect relationship, the data point to mutually reinforcing cycles in which knowledge helps to develop skills, skills in turn increase self-efficacy and motivation, and motivation then leads to further acquisition of knowledge and the refinement of skills. This view is in line with current competence models which stress the holistic and developmental character of professional capability.

Contextual Considerations

The large differences in various contexts show how important institutional and cultural factors are in determining knowledge, skills, and motivation. Teachers working in Palestinian and Italian situations had higher levels of knowledge than those in Albania, which may be due to differences in the quality of teacher education, the opportunity to take part in professional development, and the availability of educational resources. This indicates the necessity of adopting approaches to teacher development that are sensitive to the local circumstances and limitations.

The close link between access to professional development and all three of the KSA dimensions (with correlation coefficients ranging from 0.389 to 0.512) highlights the important role of institutional support. Teachers who have access to high-quality professional development show considerably greater levels of knowledge, skills, and motivation, indicating that funding teacher learning results in multiple benefits. This conclusion is especially pertinent to educational reform programmes, such as Albania's recent reforms, since these initiatives need continuous professional development if they are to be successful.

The small decrease in motivation as a result of experience ($F=6.34$, $p<0.01$) brings concern regarding teacher burnout and the effects of reaching a career plateau. Even though knowledge and skills keep on developing with experience, motivation can fade away if there is no deliberate support provided. This indicates the importance of having ongoing motivational support throughout a career, such as offering recognition, giving people autonomy, providing opportunities for professional development, and introducing measures to promote work-life balance.

Practical Implications

The results have important implications for teacher education, professional development, and educational policy. With regard to teacher education programs, the findings suggest that the curriculum should be designed so as to combine the development of knowledge, skills, and motivation rather than treating these as distinct areas. The courses offered should integrate content knowledge with practical application of teaching methods and also provide opportunities for students to develop their motivational attitudes through genuine teaching experiences.

With regard to professional development, the findings recommend the introduction of comprehensive programmes that take into account all three dimensions of KSA. Workshops which focus on knowledge should be combined with skill development via coaching, modelling and practice, as well as with motivational support obtained from collaborative learning communities and recognition schemes. The fact that skills play such a strong mediating role indicates the need for particular focus on converting knowledge into practice by means of continuous support.

School administrators should realise how important it is to set up supportive environments that allow the development of teachers' knowledge, skills, and abilities. This can be achieved by making sure that they have access to the necessary resources, time for professional development, opportunities to work with others, and acknowledgement of their progress. Administrative leadership approaches which promote teacher autonomy and competence also increase motivation among both teachers and students.

For policymakers, the results indicate that teacher licensing systems should evaluate knowledge, skills, and motivational attributes. For instance, the Saudi ETEC framework examines professional values and responsibilities (motivational aspects), professional knowledge and practice (knowledge and skills), and knowledge of the subject matter and teaching methods. Frameworks of this kind make sure that teachers have all the competencies required for effectiveness.

Limitations

There are several limitations that need to be recognised. Firstly, since the study is based on a cross-sectional design it is not possible to make any causal inferences regarding the relationships between the various variables. To strengthen the causal assertions it would be necessary to carry out longitudinal studies which follow the development of KSA and its outcomes over time. Secondly, the self-report measures used to assess knowledge, skills and motivation may be affected by social desirability bias. It would therefore be advisable for future research to include observational and performance-based measures.

Third, although the sample was diverse it still comprised only three countries and therefore might not reflect all possible educational situations. In order to improve the generalizability of the findings, the study should be replicated in other cultural and institutional environments. Fourth, the study looked at factors at the teacher level and did not investigate student-level characteristics which could affect the relationship between KSA and the outcomes. Future research should look into these interactions.

Future Research Directions

The study points to a number of possible areas for future research. On the one hand, longitudinal studies which look at the development of KSAs and their long-term impact on students' outcomes would help to improve our understanding of the process of competence development. On the other hand, experimental studies that test interventions aimed at specific dimensions of KSAs would contribute to the design of professional development programmes.

Third, research into the KSA framework within specific subjects and at various educational levels would improve the contextual understanding. Given the special knowledge and skills required, language teaching is a particularly promising field for investigation. Fourth, studies looking at the role of technology and digital tools in the development of KSAs would deal with current educational realities.

Ultimately, studies of the interaction between the teacher and student KSA dimensions would show the mutual influences that take place in the teaching-learning process. If we understood how teacher competencies affect student competencies and how student competencies in turn affect teacher competencies, this would enhance both the theoretical and practical understanding of educational excellence.

Conclusions

The study offers strong evidence of the importance of knowledge, skills, and motivation in achieving educational excellence. The integrated KSA model accounts for a large amount of the variation found both in teachers' effectiveness and in student achievements, which shows that it can be usefully regarded as a framework for understanding professional competence. Knowledge forms the basis, skills allow this to be put into practice, and motivation sets things in motion and keeps them going.

The results show how important it is to adopt comprehensive methods of teacher development which deal with all three aspects at the same time. Whether it is professional development programs, the courses offered in teacher education or the policy frameworks, all of them should combine knowledge, skills and motivation rather than treating these as distinct areas. Since contextual factors, especially institutional support and access to professional development, are crucial for promoting KSA development, they should be given priority in attempts to improve education.

Since educational situations keep on changing and there is a growing need for digital integration, cultural responsiveness, and a student-centered approach to teaching, the knowledge, skills, and motivation framework offers a solid basis for preparing and supporting teachers. If educational systems make substantial investments in teacher development, they can improve both teacher effectiveness and student achievement, thus moving towards the basic aim of educational excellence.

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