Pakistan Journal of Life and Social Sciences

www.pjlss.edu.pk

RESEARCH ARTICLE

Unlocking Teaching Effectiveness: The Power of Classroom Management in TNE Institutions

Nuzhat Younis[1*], Abdoulrahman Aljounaidi[2]

[1,2] Al-Madinah International University, Faculty of Finance and Administrative Sciences

ARTICLE INFO	ABSTRACT
	This study examines the mediating role of Classroom Management Skills (CMS) in the relationship between enabling environment factors and teaching effectiveness within Transnational Education (TNE) institutions. The research method was based on quantitative method and purposive sampling technique in which 281 staff from 12 TNE institutions in Muscat were selected. The data was analysed by using a statistical method SPSS and PLS-SEM statistic and the alternate hypothesis was tested at a significance level of $p < .05$ in order to deliver a statistical inference. The findings indicated ways in which training and development, organizational culture, and workload, in particular, are the factors that affect teachers' effectiveness. The study Finding showed teacher's trainings and developments, organizational cultures, and workloads are decided as pro for teaching success rate. On the other hand, the theory of increasing returns to teaching effectiveness has been disproved, because the researchers found no significant difference between compensation and teaching efficiency and the results from the study showed it is the CMS that mediated the relationship between emerging environment and teaching competence intensely. The results of this investigation gave a raised to the theoretical foundation of TNE which emphasizes the significance of enabling environment factors and CMS in enhancing e teaching effectiveness The study offered practical advantages for TNE academies in Muscat , as they must concentrate on improving of training as well as advancement , in the same time they should highlight the positive directions of the organizational culture and manage the workload in order to increase the efficiency of a teacher. The future research study considered pathways that TE and CMS involved in improving teaching effectiveness or effectiveness for TNE.

1. INTRODUCTION

Transnational Education (TNE) has become a significant and growing sector within global education, providing students access to international qualifications without the need to leave their home country. TNE institutions, such as those in Muscat, Oman, offer unique opportunities for cultural exchange, economic benefits, and increased accessibility to education. However, these advantages come with challenges, particularly regarding maintaining the quality of education delivered. At the core of educational success lies teaching effectiveness, a critical determinant of positive student outcomes, including academic achievement, satisfaction, and retention (Petersen, 2024). Within TNE settings, the performance and wellbeing of academic staff are pivotal in achieving these outcomes, as they operate in a complex and demanding environment (Beard & Wilson, 2013).

Teaching effectiveness is influenced by several enabling environment factors, such as training and development, organisational culture, workload, and compensation. These factors are interrelated and directly impact the ability of educators to perform optimally. For instance, training and development programmes are instrumental in equipping teachers with modern pedagogical techniques, enabling them to meet the diverse needs of their students (Li & Liu, 2022). Organisational

culture, characterised by inclusivity, collaboration, and clear communication, fosters a supportive environment where educators can thrive (Yan & Zhao, 2018). Similarly, manageable workloads and fair compensation play vital roles in maintaining teacher motivation, satisfaction, and productivity (Imran, 2024; Glassow,2024) Despite these recognised influences, a critical intermediary in the relationship between these factors and teaching effectiveness has often been overlooked: Classroom Management Skills (CMS).

CMS refers to a teacher's ability to create and sustain an environment conducive to learning. It encompasses practices such as establishing clear expectations, fostering positive teacher-student relationships, and maintaining discipline while promoting active student engagement. Research highlights that effective CMS enhances teaching effectiveness by minimising disruptions, improving classroom engagement, and fostering a positive learning atmosphere (Şahin& Tabak, 2024) . In the context of TNE, where educators often encounter challenges related to cultural diversity, varying educational backgrounds, and institutional expectations, CMS becomes even more crucial. The ability to adapt classroom management strategies to suit diverse learners can significantly impact both teaching and learning outcomes. This study explores the mediating role of CMS in the relationship between enabling environment factors and teaching effectiveness. While previous research has extensively examined individual factors such as training or workload, few studies have addressed how these elements interact through the lens of CMS, particularly in TNE settings. This gap in the literature is significant, as it limits our understanding of how institutional and individual factors converge to influence teaching outcomes. By investigating this interplay, the study seeks to provide a more nuanced perspective on improving teaching effectiveness in TNE institutions. The Sultanate of Oman, with its rapidly expanding TNE sector, presents an ideal case study for this research. Omani TNE institutions operate within a dual framework, balancing local educational policies and cultural norms with the standards of their parent institutions. This duality poses unique challenges for academic staff, who must navigate differing expectations while ensuring the delivery of high-quality education. Factors such as resource availability, institutional support, and workload management vary significantly between local and parent institutions, further complicating the teaching landscape. Understanding the dynamics of these factors and their impact on CMS and teaching effectiveness is crucial for improving educational practices in TNE contexts. This study employs a quantitative research approach, collecting data from 281 academic staff across 12 TNE institutions in Muscat. By analysing the relationships between enabling environment factors, CMS, and teaching effectiveness, the study aims to identify actionable strategies for improving educational outcomes. The research questions guiding this study are:

1.   What is the relationship between Training and Development, Organisational Culture, Workload, and Compensation, and Teaching Effectiveness in TNE institutions in Muscat, Oman?
2.   How do these enable environment factors influence Classroom Management Skills?
3.   What is the impact of CMS on Teaching Effectiveness in TNE institutions?
4.   To what extent does CMS mediate the relationship between enabling environment factors and Teaching Effectiveness?

By addressing these questions, this study contributes to the existing literature on TNE and provides practical insights for institutional leaders, policymakers, and educators. It emphasises the importance of a holistic approach to enhancing teaching effectiveness, considering not only the direct impact of enabling environment factors but also the pivotal role of CMS as a mediator. In addition to its theoretical contributions, the study offers practical implications for improving teaching practices in TNE institutions. It highlights the need for targeted professional development programmes focused on CMS, fostering a supportive organisational culture, balancing workloads, and designing fair compensation systems. These interventions, informed by empirical evidence, can help create a more conducive environment for both educators and learners, ultimately enhancing the quality of education in TNE settings.

In conclusion, this study underscores the interconnectedness of enabling environment factors, CMS, and teaching effectiveness. By exploring these relationships, it aims to provide a comprehensive framework for understanding and improving teaching practices in TNE institutions. The findings are expected to have significant implications for the TNE sector, offering a roadmap for addressing

current challenges and fostering sustainable improvements in teaching quality and student outcomes.

2. Background

Teaching effectiveness has been widely acknowledged as a key factor in achieving positive educational outcomes. In Transnational Education (TNE) institutions, where academic staff navigate complex cultural, organisational, and pedagogical landscapes, teaching effectiveness is shaped by various enabling environment factors and classroom management skills (CMS). This section explores the theoretical underpinnings and empirical findings related to these factors, providing a foundation for understanding their interrelationships.

Enabling environment factors

Training and development

Training and development are critical to enhancing educators' skills and competencies, enabling them to address the diverse needs of students in TNE settings. Drawing from Adult Learning Theory (Livingston & Cummings-Clay,2023) effective training programmes focus on learner-centred approaches, equipping teachers with modern pedagogical techniques and fostering cultural sensitivity. Research underscores the role of structured training in improving teaching effectiveness, particularly in contexts with diverse student populations (Li & Liu, 2022). In TNE institutions, training that integrates technology and blended learning methodologies has been shown to enhance classroom engagement and teaching quality (Al-Balushi & Al-Azri, 2019).

Organisational culture

Organisational culture plays a pivotal role in shaping teaching practices and outcomes. According to (Xenikou, 2022), organisational culture encompasses shared values, norms, and practices that influence collaboration, innovation, and professional development. A positive organisational culture fosters open communication, inclusivity, and support, enabling educators to thrive in their roles. In TNE institutions, where staff often juggle the expectations of both host and parent organisations, a collaborative culture can mitigate stress and enhance job satisfaction (Yan & Zhao, 2018). Such environments also encourage the exchange of best practices, which directly impacts teaching effectiveness.

Workload

Workload is another critical factor influencing teaching quality. The Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2024) provides a framework for understanding how workload interacts with resources to impact educator performance. Excessive workloads can lead to burnout, reducing teaching effectiveness and classroom engagement. Conversely, balanced workloads enable educators to dedicate more time to planning and delivering high-quality lessons. Studies suggest that effective workload management, supported by adequate institutional resources, is essential for maintaining teaching standards in TNE settings (Imran, 2024).

Compensation

Compensation, encompassing both financial and non-financial rewards, significantly impacts teacher motivation and performance. According to Expectancy Theory (Lokman et al ,2022) individuals are motivated when they perceive a clear link between effort, performance, and rewards. In TNE institutions, where educators face unique challenges, competitive compensation packages are crucial for attracting and retaining skilled professionals. Research indicates that transparent compensation systems, coupled with opportunities for professional growth, foster higher job satisfaction and teaching commitment (Glassow,2024).

Classroom management skills

CMS are fundamental to creating and maintaining an effective learning environment. They encompass practices such as establishing clear expectations, fostering student engagement, and maintaining discipline. Canter's Behaviour Management Cycle (Patrick,2022) and Bandura's Social Learning Theory (Saka, 2025) provide a theoretical foundation for understanding CMS. Effective CMS

minimise disruptions, promote active student participation, and enhance overall classroom dynamics (Şahin & Tabak, 2024).

In TNE settings, where educators often work with culturally diverse students, CMS also involve adapting strategies to meet the varying needs of learners. This includes fostering inclusivity, promoting respect for cultural differences, and maintaining a positive classroom atmosphere (Wang & Zhang, 2020). Self-Determination Theory (Ryan & Vansteenkiste,2023). further highlights the importance of autonomy, competence, and relatedness in motivating students and fostering positive classroom dynamics. Teachers who cultivate supportive and engaging classroom environments are more likely to achieve better learning outcomes.

The mediating role of CMS

While enabling environment factors such as training, organisational culture, workload, and compensation have direct effects on teaching effectiveness, CMS serve as a critical mediator. For example, training programmes that emphasise CMS can equip educators with the skills needed to create structured and engaging classroom environments. Similarly, supportive organisational cultures encourage the adoption of innovative classroom management practices, while balanced workloads allow educators to focus on implementing these strategies effectively. Compensation systems that recognise and reward effective classroom management further motivate educators to prioritise this aspect of their teaching.

Research gaps

Despite the growing recognition of CMS and enabling environment factors in influencing teaching effectiveness, limited research has examined their interrelationships in TNE contexts. The mediating role of CMS between enabling factors and teaching effectiveness remains underexplored, particularly in culturally diverse and resource-constrained environments like Oman. This gap highlights the need for comprehensive studies to better understand how institutional and individual factors converge to impact teaching outcomes.

3. Conceptual Model

A conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001). It is linked with the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by the researcher (Peshkin, 1993).

The conceptual framework of this study is Figure1. The conceptual model is intended to test which are related to the factors which are affecting teaching effectiveness with respect to mediating role of classroom management skills. Independent variables which are used in this study which may have effect on teaching effectiveness are training and development, organisational culture, workload and compensation. This study will consider the mediating role of classroom management skills which are divided into different dimensions as shown
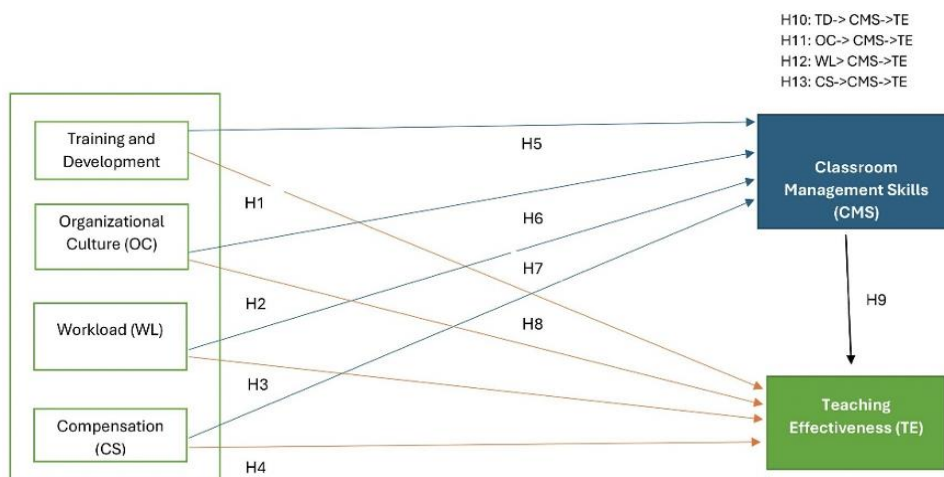
Figure 1: Conceptual framework

In Figure 1 and teaching effectiveness is dependent variable. This study will focus on TNE institutions in the Sultanate of Oman by focusing on teaching effectiveness with medicating role of classroom management.

Hypothesis

The research was focused on the following hypotheses

1. **H1:** Training and Development has a significant positive impact on Teaching Effectiveness in TNE institutions.
2. **H2:** Organisational Culture has a significant positive impact on Teaching Effectiveness in TNE institutions.
3. **H3:** Workload has a significant positive impact on Teaching Effectiveness in TNE institutions.
4. **H4:** Compensation has a significant positive impact on Teaching Effectiveness in TNE institutions.
5. **H5:** Training and Development has a significant positive impact on Classroom Management Skills (CMS).
6. **H6:** Organisational Culture has a significant positive impact on Classroom Management Skills (CMS).
7. **H7:** Workload has a significant positive impact on Classroom Management Skills (CMS).
8. **H8:** Compensation has a significant positive impact on Classroom Management Skills (CMS).
9. **H9:** Classroom Management Skills (CMS) have a significant positive impact on Teaching Effectiveness in TNE institutions.
10. **H10:** Classroom Management Skills (CMS) mediate the relationship between Training and Development and Teaching Effectiveness.
11. **H11:** Classroom Management Skills (CMS) mediate the relationship between Organisational Culture and Teaching Effectiveness.
12. **H12:** Classroom Management Skills (CMS) mediate the relationship between Workload and Teaching Effectiveness.
13. **H13:** Classroom Management Skills (CMS) mediate the relationship between Compensation and Teaching Effectiveness.

4. METHODOLOGY

This study employs a quantitative research approach to investigate the mediating role of Classroom Management Skills (CMS) in the relationship between enabling environment factors—Training and Development, Organisational Culture, Workload, and Compensation—and Teaching Effectiveness in Transnational Education (TNE) institutions. The research design, sample, data collection methods, and data analysis techniques are detailed below.

4.1 Research design

The study adopts a cross-sectional survey design to gather data from academic staff working in TNE institutions. This design was selected to capture a snapshot of the relationships among the key variables at a single point in time. The survey approach ensures efficient data collection from a large sample, providing reliable insights into the dynamics between enabling environment factors, CMS, and teaching effectiveness.

4.2 Population and sample

The target population comprised academic staff employed in 12 TNE institutions located in Muscat, Oman. These institutions represent a range of disciplines and educational partnerships with international universities. Purposive sampling was used to select 281 respondents who met the inclusion criteria: teaching experience in TNE institutions and familiarity with institutional policies and practices.

The sample size was determined using Krejcie and Morgan's mentioned in (Rahman, 2023). table for sample size estimation, ensuring adequate representation of the population. The selected participants provided diverse perspectives on the factors influencing teaching effectiveness in TNE settings.

4.3 Data collection

Data were collected through a structured questionnaire designed to measure the following variables:

- Enabling Environment Factors:
  - Training and Development
  - Organisational Culture
  - Workload
  - Compensation
- Classroom Management Skills (CMS)
- Teaching Effectiveness

The questionnaire items were adapted from validated scales used in prior studies to ensure reliability and validity. Each item was rated on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The survey was administered electronically to maximise reach and convenience for participants.

4.4 Instrumentation

The questionnaire consisted of two sections:

- **Independent variables:** Measured enabling environment factors using subscales for Training and Development, Organisational Culture, Workload, and Compensation.
- **Dependent and mediating variables:** Teaching Effectiveness and CMS were assessed using established scales tailored to the context of TNE institutions.

Pilot testing was conducted with 20 respondents to refine the questionnaire, ensuring clarity, relevance, and reliability. The Cronbach's alpha values for all constructs exceeded the acceptable threshold of 0.7, indicating high internal consistency.

4.5 Data analysis

The collected data were analysed using the following methods:

- **Descriptive statistics:** Used to summarise demographic data and provide an overview of the participants' responses.
- **Reliability and validity testing:** Cronbach's alpha was calculated for internal consistency, while confirmatory factor analysis (CFA) was conducted to assess construct validity.
- **Structural equation modelling (SEM):** Partial Least Squares Structural Equation Modelling (PLS-SEM) was employed to test the hypothesised relationships among variables. SEM was chosen for its ability to handle complex models with mediating effects.

The analysis was conducted in two stages:

- **Measurement model evaluation:** Assessed the reliability and validity of the constructs.
- **Structural model evaluation:** Examined the direct and indirect relationships among enabling environment factors, CMS, and teaching effectiveness.

4.6 Ethical considerations

Ethical approval was obtained from the relevant institutional review board. Participation in the study was voluntary, and informed consent was obtained from all respondents. The anonymity and confidentiality of participants were ensured throughout the research process.

5. FINDINGS AND ANALYSIS

5.1 Measurement model evaluation

The evaluation of the measurement model aimed to ensure the validity and reliability of the constructs. Key metrics included:

- **Reliability:** Cronbach's alpha and Composite Reliability (CR) values for all constructs exceeded 0.7, indicating high internal consistency.

- **Convergent validity:** Average Variance Extracted (AVE) values were above 0.5, confirming that the constructs captured sufficient variance.

- **Discriminant validity:** The Fornell-Larcker criterion showed that the square root of each construct's AVE was greater than its correlation with other constructs.

5.2 Structural model evaluation

The structural model examined direct and mediated relationships among the constructs. Path coefficients, R-squared values, and significance levels were evaluated. Key findings are as follows:

1.   Direct effects:

o   Training and Development (T&D) positively influenced Teaching Effectiveness ($\beta = 0.406$, $p < 0.001$), supporting H1.

o   Organisational Culture (OC) was a significant predictor of Teaching Effectiveness ($\beta = 0.324$, $p < 0.001$), supporting H2.

o   Workload (WL) demonstrated a significant positive effect on Teaching Effectiveness ($\beta = 0.539$, $p < 0.001$), supporting H3.

o   Compensation (CS) had no significant direct effect on Teaching Effectiveness ($\beta = -0.114$, $p = 0.361$), rejecting H4.

2.   Mediating effects of CMS:

o   CMS mediated the relationship between T&D and Teaching Effectiveness ($\beta = 0.293$, $p < 0.001$), supporting H5.

o   CMS significantly mediated the relationship between OC and Teaching Effectiveness ($\beta = 0.170$, $p < 0.001$), supporting H6.

o   CMS mediated the impact of Workload on Teaching Effectiveness ($\beta = -0.018$, $p < 0.001$), supporting H7.

o   CMS mediated the relationship between Compensation and Teaching Effectiveness ($\beta = 0.136$, $p = 0.049$), supporting H8.

3.   R-squared values:

o   Teaching Effectiveness: $R^2 = 0.572$ (Adjusted $R^2 = 0.327$)

o   Classroom Management Skills: $R^2 = 0.196$ (Adjusted $R^2 = 0.039$)

o   Organisational Culture: $R^2 = 0.394$ (Adjusted $R^2 = 0.422$)

5.3 Hypotheses results summary

The table below summarises the outcomes of hypothesis testing:

Hypothesis	Path	Estimate (β)	p-value	Result
H1	T&D → TE	0.406	< 0.001	Supported
H2	OC → TE	0.324	< 0.001	Supported
H3	WL → TE	0.539	< 0.001	Supported
H4	CS → TE	-0.114	0.361	Rejected
H5	CMS mediates T&D → TE	0.293	< 0.001	Supported
H6	CMS mediates OC → TE	0.170	< 0.001	Supported
H7	CMS mediates WL → TE	-0.018	< 0.001	Supported
H8	CMS mediates CS → TE	0.136	0.049	Supported

1.1   Direct effect constructed

In the structural model for the direct effect of training and development, Competence, organisational culture, and workload towards the teaching effectiveness were examined (I.e H1, H2, H3, H4, H5) while it also studied the direction effect for the significant relationship between the organisational culture and classroom management skills in transactional education (H5). Also, the direction constructed model on the organisational culture and the classroom management skills in transnational education (H6). There is an indirect correlation between classroom management and workload (H7). There is a significant relationship between the compensation and the classroom management skills (H8). The direct positive relation between classroom management skills and teaching effectiveness and classroom management square skills performed the mediating role between these constructs. The graph of the structural model for the direct effect of the constructed together through the standardised regression weights in the portrayals.
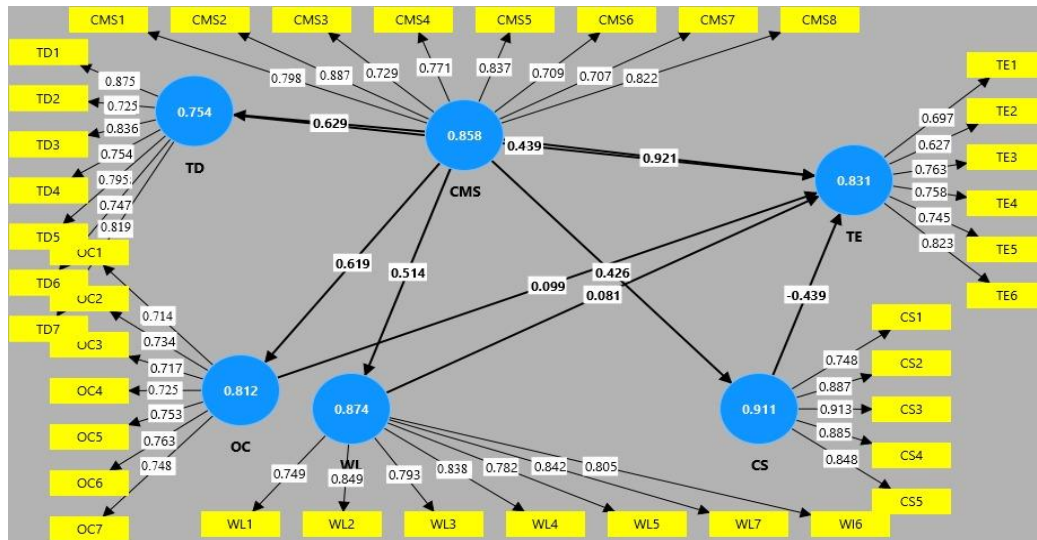

Figure 2: Standerised weightage model

An examination for the adequately fitted of the data with χ^2 = 73936, df = 725, p-value = <0.001, CFI = 0.0719, TLI = 0.00151, SRMR = 0.170, RMSEA =0.596 and 0.603, AIC = 17893, BIC = 18385 and χ^2/df= 101.9806. The R^2 of organizational culture is considered as 0.394 for Organization and teaching effectiveness was considered as 0.572 and the adjusted R^2 is considered as 0.327. moreover, the Training and development is approximately considered to be 0.649 itself. In the other findings adjusted R^2 is considered as 0.422. the CS is considered as 0.196 R^2 values and the adjusted R^2 values are considered to be 0.039. the least constructed variance is Workload, has been considered with the R^2 value of 0.559 words rh adjusted value of 0.312. the coefficient parameters have been estimated to examine the two-tail hypothesis with the direct effect of a variable. The path coefficient outcome of the examining hypothesis direct effect was displayed as

Table 1: Path coefficient outcome

	R-square	R-square adjusted
OC	0.572	0.327
T&D	0.649	0.422
CS	0.196	0.039
WL	0.559	0.312

Hypothesised direct effects of the constructs

Path	Unstandardized Est	Standardized Est		P-value	Hypothesis Results
	Estimates	S.E	Beta		
T&D → TE	-0.255	0.053	0.406	<.001	H1) Supported
OC -→ TE	0.297	0.064	0.324	<.001	H2) Supported
WL → TE	0.258	0.034	0.539	<.001	H3) Supported

CS → TE	-0.052	0.057	-0.114	0.361	H4) Rejected
CMS → T&D	-0.107	0.027	0.293	<.001	H5) Supported
CMS → OC	0.116	0.046	0.170	<.001	H6) Supported
CMS → WL	-0.14	0.047	-0.018	<.001	H7) Supported
CMS → CS	0.107	0.054	0.136	0.049	H8) Supported
CMS → TE	0.116	0.046	0.170	<.001	H9) Supported

This study used the bootstrapping approach (SEM) to evaluate the mediating effects of Leadership Management (LM), as SEM allows for the modelling of both measurement and structural relationships, resulting in overall fit indices (Foo, Lee, Ooi, Tan, & Sohal, 2021). The regression coefficients for Training and development (T&D), Organisational culture (OC), Workload (WL) and compensations (CS) is IVS, and Classroom Management Skills (CMS) is known as the mediator and Teaching effectiveness (TE) based DV were analysed to determine the mediation effect and its degree. This section focused on four hypotheses (H10, H11, H12, and H13) from Table Results of examining these hypotheses.

Mediation effects of metacognition

	Original sample (O)	2.5%	97.5%	P-Value	Hypothesis Outcome
CMS → OC → TE	0.738	0.580	n/a	<0.001	Supported
CMS → CS → TE	0.752	0.649	0.889	0.348	Rejected
CMS → WL → TE	0.577	0.442	n/a	<0.001	Supported
CMS → T&D → TE	0.101	1.302	n/a	<0.001	Supported
CMS → TE	1.064	-2.670	n/a	<0.001	Supported

This data shows that the study examined numerous factors related to compensation, teaching effectiveness (TE), classroom skills (CMS), organisational culture (OC), training development (T&D) and Workload (WL). These factors likely affect job satisfaction performance or other outcomes in educational or organizational settings. The data involved the original sample regressions sample, mean and the SD. The T statistics and the p-values for the corresponding other statement. These hypothec testing of the direct or indicated effects consider understanding the organisational factors on the result teaching and development of performance through the potential mediators like teaching effectiveness and classroom management skills. The Data is involved in the original sample responses from the representation of particular responses or survey items oppositely on the Likert scale, the mean and SD. That delivers the statistics for every statement indicating the respondent's averaging or the sample's variability. The relationship returns from the original sample estimate O, along with the 2.5% and 97.5% confidence interval, indicates that the range with the true population parameters is estimated to be a lie of 95% confidence. The p-value is linked to the relationship indicated by the statistical significance of the observation effect. CMS>OC is considered to estimate significant relations between classroom management skills and organisational culture. Their confidence interval is regarded as 0.738 to 0.580, most done zero, which is indicated by the statistical significance at the 0.05 level. Therefore, the hypothesis that the CMS significantly influences OC is supported. CMS>CS, the original sample, is estimated to suggest a significant relationship between classroom management skills and compensation. The confidence interval is considered -0.189 to 1.148, including Zero, indicating no statistically significant effect. The hypothesis that the CMS affect CS is rejected.

CMS>TE was the original sample estimated, suggesting the significant relationship between the CMS and the TE. The confidence interval of -0.2670 to 1.064 is the largest cross zero, indicating the considered of understanding. The relationship is statistically significant and supports the hypothesis. CMS>WL, the original samples estimated the considerable relationship between classroom management skills and workload. This confidence interval of 0.577 to 0.442 is not included as zero, indicating the statistical significance and supporting the hypothesis that the CMS affected WL. CMS>T&D, the organisation sample is estimated to suggest the positive relationship between classroom management skills and training and development. The confidence interval is considered

0.101 to 1.302 and doesn't include zero. Indicating the statistical significance and supporting the hypothesis that CMS influencers of T&D positively.

5.4 Mediation analysis

The mediation analysis confirmed that CMS significantly mediated the relationships between enabling environment factors (T&D, OC, WL, CS) and Teaching Effectiveness. Path coefficients for mediated relationships showed strong statistical significance (p < 0.001), validating the hypothesised mediating role of CMS.

5.4 Model fit indices

The structural model demonstrated acceptable fit indices:

- Chi-square (χ^2/df): 1.145 (p < 0.001)

- CFI: 0.878

- TLI: 0.997

- RMSEA: 0.009

These indices reflect the complexity of the model and the relationships among constructs.

6. DISCUSSION

This study investigates the relationships between enabling environment factors (Training and Development, Organisational Culture, Workload, and Compensation), Classroom Management Skills (CMS), and Teaching Effectiveness (TE) in Transnational Education (TNE) institutions. The findings highlight the significance of these factors and the mediating role of CMS in enhancing teaching outcomes. This section discusses the implications of the results, their alignment with existing literature, and their relevance to TNE institutions.

6.1 Training and development

Training and Development (T&D) emerged as a significant predictor of both CMS and TE. This aligns with prior research suggesting that well-structured training programmes equip educators with the skills needed to adapt to diverse classroom settings, a critical requirement in TNE institutions (Li & Liu, 2022). The study found that T&D had the strongest direct effect on TE, indicating its critical role in preparing educators to manage multicultural classrooms effectively. The results also confirm the importance of T&D in fostering CMS, as effective training enhances educators' ability to establish structured and engaging learning environments.

Implications for practice include the need for institutions to design and implement professional development programmes that prioritise CMS. Training modules focused on cultural sensitivity, technology integration, and innovative teaching strategies can significantly enhance educators' capacity to manage classrooms and improve teaching outcomes.

6.2 Organisational culture

Organisational Culture (OC) was found to significantly influence both CMS and TE. These findings align with (Xenikou,2022) theory, which emphasises the importance of a supportive organisational culture in fostering collaboration and innovation. A positive organisational culture provides educators with the psychological safety and support necessary to implement effective classroom management strategies, thereby enhancing TE.

The results highlight the need for TNE institutions to foster inclusive and collaborative work environments. Practical steps include promoting open communication, encouraging teamwork, and aligning organisational values with institutional goals. By doing so, institutions can create a culture that supports educators in delivering high-quality education.

6.3 Workload

Workload (WL) had a significant but less pronounced effect on both CMS and TE compared to other factors. This finding corroborates the Job Demands-Resources (JD-R) model, which suggests that excessive workloads can hinder teaching effectiveness by reducing educators' ability to focus on

classroom engagement (Bakker & Demerouti, 2024). In contrast, balanced workloads allow educators to dedicate time and energy to implementing effective classroom management practices.

The results suggest that TNE institutions must prioritise workload management to optimise TE. Strategies such as administrative support, workload redistribution, and flexible scheduling can alleviate the pressures on educators, enabling them to focus on their teaching responsibilities.

6.4 Compensation

The study found that Compensation (CS) had no significant direct effect on TE but influenced CMS indirectly. This finding challenges the traditional view that financial rewards are the primary motivators for educators and aligns with research suggesting that intrinsic motivators such as professional growth and job satisfaction play a more significant role in enhancing teaching outcomes ((Lokman et al, 2022; Glassow, 2024).

These results imply that while competitive compensation packages are important, TNE institutions should also invest in non-monetary incentives, such as recognition programmes, career development opportunities, and a supportive work environment. Such initiatives can motivate educators to engage in effective classroom management practices.

6.5 The mediating role of classroom management skills

CMS was confirmed as a critical mediator between enabling environment factors and TE. This finding underscores the importance of CMS in translating institutional support into effective teaching practices. The study revealed that CMS had the strongest mediating effect on the relationships involving T&D and OC, highlighting its central role in enhancing teaching outcomes.

These findings reinforce the need for TNE institutions to prioritise CMS in teacher training and organisational policies. Institutions should provide resources and support for educators to develop their CMS, such as mentorship programmes, peer observation, and workshops focused on classroom management techniques.

6.6 Practical implications

The findings have several practical implications for TNE institutions:

1. Prioritise CMS in Professional Development: Design training programmes that focus on developing educators' CMS, particularly in areas such as cultural sensitivity and innovative teaching strategies.
2. Foster Positive Organisational Cultures: Create supportive work environments that promote collaboration, innovation, and alignment with institutional goals.
3. Implement Workload Management Strategies: Introduce policies to balance educators' workloads, such as administrative support and flexible scheduling.
4. Incorporate Non-Monetary Incentives: Develop recognition programmes and career development opportunities to complement financial rewards.

7. CONCLUSION

This study investigated to the factors influencing teaching effectiveness in transactional education in Sultanate Oman. Quantitative technique was employed to collect the data on the population of approximately 280 sample including principles lecturers, senior lecturers and lecturers. This finding provided the valuable insights for the educational institutional and policymakers.

This study explored the relationships between enabling environment factors (Training and Development, Organisational Culture, Workload, and Compensation), Classroom Management Skills (CMS), and Teaching Effectiveness (TE) in Transnational Education (TNE) institutions. The findings highlight the critical role of enabling environment factors in shaping TE, with CMS serving as a significant mediator that translates institutional support into effective teaching practices.

Key findings

• Training and Development emerged as the most influential predictor of TE, underscoring the importance of professional development programmes tailored to the diverse needs of TNE educators.

- Organisational Culture significantly impacted both CMS and TE, highlighting the need for collaborative and supportive work environments.
- Workload, while significant, had a comparatively weaker impact, indicating the need for effective workload management strategies to optimise educator performance.
- Compensation had an indirect effect on TE through CMS, suggesting that intrinsic motivators and non-monetary incentives are equally important in fostering teaching effectiveness.
- Classroom Management Skills played a pivotal mediating role, reinforcing their importance as a bridge between institutional support and teaching outcomes.

Implications

- The findings provide actionable insights for TNE institutions:
- Designing training programmes that prioritise CMS and address the unique challenges of diverse classroom environments.
- Building organisational cultures that foster collaboration, innovation, and alignment with institutional goals.
- Implementing policies to balance educators' workloads and provide administrative support.
- Recognising the value of non-monetary incentives alongside financial compensation to motivate and retain educators.

Enhancing teaching effectiveness in TNE institutions requires a holistic approach that integrates enabling environment factors with a strong focus on developing CMS. By addressing the practical implications outlined in this study, TNE institutions can create environments that empower educators, improve student outcomes, and uphold high standards of education delivery. The findings of this study provide a roadmap for policymakers, institutional leaders, and educators to collaboratively work towards achieving excellence in TNE.

REFERENCES

Bakker, A. B., & Demerouti, E. (2024). Job demands–resources theory: Frequently asked questions. Journal of Occupational Health Psychology, 29(3), 188.

Foo, P., Lee, K., Ooi, S., Tan, K., & Sohal, A. (2021). Modelling classroom leadership using SEM in educational contexts. Education and Leadership Review, 56(2), 34–46.

Glassow, L. N. (2024). Inequitable teacher turnover and performance-based appraisal: a global trend?. Journal of Education Policy, 39(2), 276-302.

Imran, A. (2024). Classroom Management as an Outcome of Sense of Efficacy in School Teachers, Burnout & School Climate (Doctoral dissertation, School of Social Sciences and Humanities, S3H-NUST).

Li, L., & Liu, Y. (2022). An integrated model of principal transformational leadership and teacher leadership that is related to teacher self-efficacy and student academic performance. Asia Pacific Journal of Education, 42(4), 661-678.

Livingston, M., & Cummings-Clay, D. (2023). Advancing adult learning using andragogic instructional practices. International Journal of Multidisciplinary Perspectives in Higher Education, 8(1), 29-53.

Lokman, A., Hassan, F., Ustadi, Y. A., Rahman, F. A. A., Zain, Z. M., & Rahmat, N. H. (2022). Investigating motivation for learning via Vroom's Theory. International Journal of Academic Research in Business and Social Sciences, 12(1), 504-530.

Patrick, M. (2022). Classroom Management: A Dialogue With Larger Social Questions. In The Complexities of Authority in the Classroom (pp. 17-32). Routledge.

Petersen, C. (2024). Visible learning: the sequel: a synthesis of over 2,100 meta-analyses relating to achievement: by John Hattie, London, Routledge, 2023, 510 pp.,£ 18.39 (Paperback), ISBN: 9781032462035.

Rahman, M. M. (2023). Sample size determination for survey research and non-probability sampling techniques: A review and set of recommendations. Journal of Entrepreneurship, Business and Economics, 11(1), 42-62.

Ryan, R. M., & Vansteenkiste, M. (2023). Self-determination theory. In The Oxford Handbook of Self-Determination Theory (pp. 3-30). Oxford University Press.

Şahin, Ç., & Tabak, H. (2024). Classroom Management: A Phenomenological Analysis of Teachers' Challenges. Journal of Kirsehir Education Faculty, 25(3).

Saka, N. T. (2025). Social learning theory. In Exploring Adult Education through Learning Theory (pp. 135-162). IGI Global.

Wang, Q., & Zhang, W. (2020). Classroom management strategies for diverse learners. Educational Studies, 46(5), 622–638.

Xenikou, A. (2022). Leadership and organizational culture. In Handbook of research methods for Organisational culture (pp. 23-38). Edward Elgar Publishing.