



## INSTRUCTIONAL SKILLS AND COMPETENCY SKILLS THEORY IN MODERN TEACHING

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### **Abstract:**

The study aims to identify the contribution of instructional skills and competency skills theory in modern teaching as to classroom management, instructional delivery, formative assessment, personal competency, flexibility and adaptability, facilitation and engagement, collaboration and teamwork, communication and interpersonal skills, caring and inclusiveness, and organization and planning. The research design utilizes the descriptive correlational method because it generates and refines knowledge on instructional skills and competency skills theory in modern teaching. Hence, convenience and non-probability sampling are employed in the study. It provides inclusion gathering of sample size instructional skills and competency skills theory in modern teaching. The

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study comprised sixty (60) respondents only. Results show that approaches and practices support the learning routine of students for dynamic behavior to minimize emotional exhaustion beneficial in fostering strategy for higher-quality classroom management. It influences and practices personal competency to support the development of learning process network, and resources. It provides changes and practices on the adjusted curriculum, instructional methods and modern teaching technology. It demonstrates understanding on proper plan, learning process, and pace time demand in prioritizing realistic instructional skills and competency skills to implement individualized instructional resources learning process. Findings show that there is a significant agreement on the contribution of instructional skills and competency skills theory in modern teaching as observed by the respondents.

**Keywords:** instructional skills and competency skills theory, modern teaching, classroom management, instructional delivery, interpersonal skills, and organization and planning

## 1. Introduction

Instructional skills and competency skills theory enhance knowledge to improve teaching practice as a basis for effective pedagogy in learning. It focuses on teacher competency and instructional skills that will lead to theory in modern teaching in the new era which involves classroom management. It develops a scientific theory to broaden and widen horizons with respect to the educational field of teaching. The instructional skills and competency skills theory require stability in education. It explains professional development for teachers that defined sustainability competency and instructional skills in modern teaching. This is based on various domains of learning especially in the academic performance of students that is designed for various activities in instructional skills and competency skills. It explores students' knowledge in all facets of activities and in-depth learning. It provides teachers with styles and ways of work-based demands of learners in the area of psychomotor, affective, and cognitive domains, (Mallillin, 2020, pp. 1-11). In addition, this can explore teaching experiences as to instructional skills and competency skills in modern teaching. It provides structures for understanding the domain of learning as part of instructional skills and competency skills among teachers. This pushes the structures as to various domains of learning to include teaching methods and strategy approaches for comprehension and analysis levels towards the academic performance of students and teachers, (Mallillin, et al., 2021).

On the other hand, the demand for instructional skills theory in modern teaching has an impact on the educational system. It explores teachers' educational system and process for effective operation learning as defined by teachers' competency. It features professional competency and information instructional skills and competency skills among teachers. It measures teachers' performance and instructional skills and competency level in teaching and learning. This is necessary for teachers as the noblest among the various professions. It involves technical skills, innovation, and challenges in

various skills needed for teachers, (Mallillin, & Mallillin, 2019). It is the field of competency and profession for student teaching and learning. The concept is deemed necessary for transmitting responsible content of instructional skills and competency skills teaching profession. It establishes competency and instructional skills and levels for teaching and learning. It is extensively defined as competency-based and instructional skills in teaching and learning as to values. It demonstrates success in instructional and competency skills. The instructional skills and competency skills in modern teaching examine learning intervention in the educational system and implementation of teaching and learning based on the needs of students as the centers of learning, performance, learning activities, direct instructions, and reflection. It identifies theory and its contributions in teaching and learning intervention in adapting instructional skills and competency skills for teachers, (Mallillin, 2022, pp. 99-121).

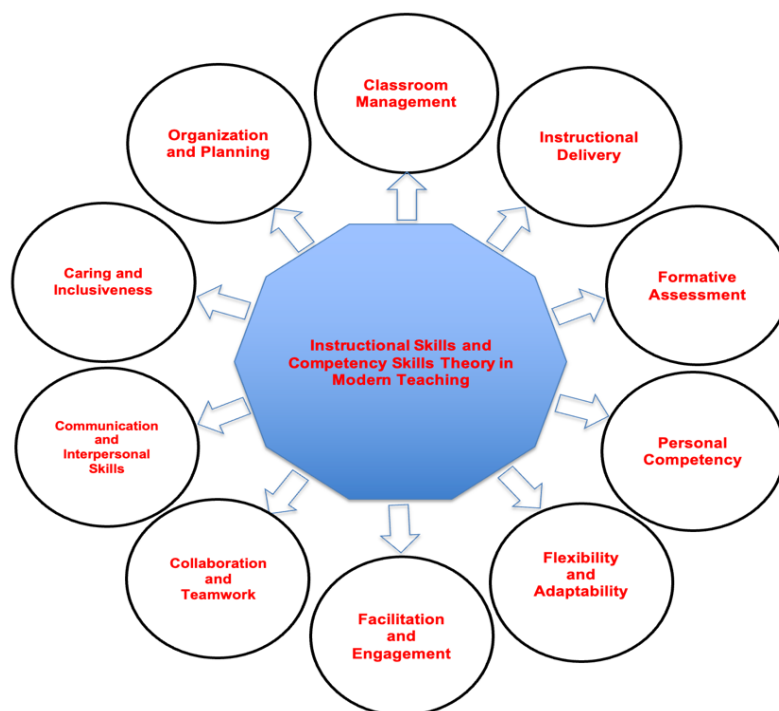
Notably, instructional skills and competency skills theory in modern teaching assesses the possible performance of the teaching and learning process. Instructional skills and competency skills may require impressive attitude, skills, and knowledge. It involves instructional skills and competency skills for the improved utilization of teachers as molders and shapers of students as the centers of learning. This is the application of teacher theory that explores the work of teaching which involves novelty, change, and a daily basis of uncertainty. It adapts effective change in teaching based on instructional skills and competency skills in modern teaching. It assesses different adaptability approaches to describe the implication practice of teachers' development knowledge and experiences in teaching and learning. It provides technological skills for teachers in competency and instructional skills in the area of teachers as talented, enthusiastic, adaptable, creative, honest, effective and resourceful as characteristics of teachers, (Mallillin, 2021). It aims to contribute to the development of professional system theory for teacher skills and approach to quality education on various theories as to reflection theory skills, effectiveness theory skills, implementation theory skills, observed model theory skills, standard requirement theory skills, and acquiring knowledge theory skills. These various theory skills are the one-stop shop for teachers in developing competency and instructional skills in teaching and in learning. It contributes to developing skills and knowledge application of teaching and learning processes in well-organized classroom settings, (Mallillin, & Laurel, 2022).

Moreover, instructional skills and competency skills in modern teaching identify the gaps, issues, and challenges in the complex teaching process. It inherent the competency elements of the process in effective training educational system and setting. It contributes and aspires to the welfare of the learning process and teachers as molders and shapers of the future. The success and failure of teachers depend on performance, quality of teaching, erudition, and preparation of instructional skills and competency skills in modern teaching. It is a life-long teaching skills competency comprising professional teachers on stable and tolerant, physical health, mental health, well-spoken, and complex pedagogical duties and performance. It passes through professional growth and competency, pedagogy and ability, pedagogical skills, creativity, implementation,

educational activities and techniques. It criticizes the practice setting of unrealistic instructional skills and competency skills in modern teaching. It explores the contemporary practice of teaching and learning in the academic bridge utilization process of the educational system and setting. It outlines the various gaps, issues, and challenges that can formulate theory in instructional skills and competency skills in education, (Huston, et al., 2018, January, pp. 27-34).

Similarly, the expectation of instructional skills and competency skills in modern teaching is leveraged on innovation which is also supported by the teaching and learning process. The fundamental innovation for the learning experiences of students can change for good, better, and best. Innovation can alter the improved pedagogical system in the teaching and learning process. It increases objectives of innovation and motivation process of teaching and learning in educational activity, effective time management, and training. It introduces progress and methods of teaching and learning such as spheres for innovation, and technology. It explores the innovation process for teacher preparation and increases initiative and policy integration of teaching and learning practices, (Herro, Visser, & Qian, 2021, pp. 623-641).

## 2. Instructional Skills and Competency Skills Theory in Modern Teaching Cycle Illustration



**Figure 1:** Instructional Skills and Competency Skills Theory in Modern Teaching

The instructional skills and competency skills theory in modern teaching refers to classroom management that create clear setting expectation in the right environment and atmosphere in choosing the activities and learning materials, instructional delivery offers

sufficient instruction and acquisition success for skills and practices in the delivery of instructional learning, formative assessment identifies concept in understanding and struggling the skills that acquire standard of learning, personal competency enables teachers to create foundation of effective utilization of technical skills in modern teaching, flexibility and adaptability demonstrate circumstances in modern teaching, facilitation and engagement encourage motivation in the learning process, enthusiasm, and curiosity in learning, collaborate and teamwork promote interaction for faculties to increase responsibility, self-esteem, and student retention, communication and interpersonal skills improve skills development of interpersonal skills and communication process, caring and inclusiveness imply perspectives and contributions of various techniques and teaching for students and learning process, and organization and planning provide better privilege and opportunity for the success and achievement of school teacher in the academe which various theories are explained below:

### **A. Classroom Management**

Classroom management refers to the techniques and variety of skills to utilize the teaching optimal learning condition. It involves intervening and preventing of classroom management disruptive behavior. It creates clear setting expectations of the right environment and atmosphere in choosing activities and learning materials. It provides effective classroom management that runs the process of teaching and learning. Details of theories are discussed below:

- 1) Management classroom practices have clear expectations and support to include teacher mentoring and suggestions for better improvement of teaching and learning.
- 2) It describes teachers shaping and preparing classroom management in modern teaching.
- 3) It provides proper constructivism, scaffolding, and instruction for active learning gradually and practices to support the autonomy of classroom management.
- 4) It prepares teachers to be novices in the needs of the learners in classroom management.
- 5) It identifies proper approach and practice preparation on the issues and behaviors of the learners as to evidence-based minimal classroom management.
- 6) It emphasizes classroom management to contribute to issues and novice teachers who are not ready in preparation for classroom exploration.
- 7) It supports classroom management for the learning routine of students' appropriate classroom dynamics and behavior.
- 8) It escalates and redirects student behavior as part of classroom management and discipline in teaching and learning.
- 9) It organizes classroom management and student learning processes for instructional skills and competency skills in modern teaching.
- 10) It ensures that classroom management facilitates students' cognitive awareness impact and behavior of learning.

## **B. Instructional Delivery**

Instructional delivery and competency are necessary for the practice of teachers' effective instruction to maximize student knowledge acquisition of skills and competency for instructional perspective in modern teaching. It is a method of instruction delivery stimulating effective and active learning practice. It provides a dynamic setting for explicit teachers' active instructional delivery content to be taught in the learning process. It is a well-planned and well-designed instruction. It offers sufficient instruction and acquisition success for skills and practices in the delivery of instructional learning. It provides knowledge and a foundation for teaching skills and ideas. Details of theories are discussed below:

- 1) It examines the quality of classroom interaction and emotional exhaustion for teachers' instructional process and delivery.
- 2) It demonstrates instructional delivery associated with quality instruction for students inside the classroom.
- 3) It suggests evidence of emotional exhaustion in classroom interaction among teachers with students inside the classroom.
- 4) It supports teachers' teaching well-being to minimize emotional exhaustion which is beneficial in fostering strategy for higher quality classroom management and instructional delivery.
- 5) It provides an impact on the increased attention of modern teaching and in providing quality delivery instruction among students.
- 6) It focuses on the process of understanding and shaping the practice of a teacher's instructional delivery and learning outcome.
- 7) It influences and identifies instructional delivery of teachers in classroom practice and setting as to background and experiences, skills, training, and knowledge.
- 8) Instructional delivery is focused on teachers' capability, indication, work experiences, stress, emotional stability, and process.
- 9) It conceptualizes emotional availability and regulates teachers' responsiveness to instructional delivery among students.
- 10) It devotes rigor instruction delivery of lessons in the classroom practice and attention to the learners.

## **C. Formative Assessment**

It refers to the formative assessment for a wide variety of strategy processes of evaluation and utilization of conduct for student comprehension, academic progress, and learning needs during the course and unit of the lesson. It helps teachers to identify formative assessments for student concepts in understanding and struggling with the skills that acquire the standard of learning. They have adjusted and achieved instructional techniques made for the lesson to support the learning process of students. Details of theories are discussed below:

- 1) It influences the practice of teachers' formative assessment to comprehend the model of learning output.

- 2) It creates a systematic process to determine contextual factors and personal factors in formative assessment.
- 3) It improves formative assessment and student learning motivation, learning outcome, and self-regulating outcome.
- 4) Formative assessment implements, designs, and perceives activities on the effect of classroom success.
- 5) It is a practice and concept to implement the formative assessment to measure the academic performance of the learners.
- 6) It provides systematic models and influences on the practice of formative assessment in examining the suitable support, measure, and implementation.
- 7) Formative assessment identifies and analyzes exploratory factors on various distinct teacher self-directed programs and skills.
- 8) It provides challenges in the formative assessment due to the lack of instruments and suitability assessment practice tools to be utilized in the assessment process for both teachers and students.
- 9) It provides contextual and personal factors for teachers on beliefs and knowledge as to school management and leadership, school culture, and accountability.
- 10) It frames teachers' influences and practices on formative assessment as to level, knowledge, conceptions, values, responsibilities, teaching experiences, and subject matter regarding assessment practices.

#### **D. Personal Competency**

Personal competency for teachers is predicated on success as a requisite for skill instruction and competency level. It is a technical level of factual knowledge and specific skills in the teaching process and competency. This includes classroom management, assessment, and instructional skills. It enables teachers to create a foundation for the effective utilization of technical skills in modern teaching. Details of theories are discussed below:

- 1) It provides a phenomenon on teachers' competency and development of instructional learning level of teacher, students, and school.
- 2) It supports personal competency and the development of learning process networks, and resources.
- 3) It provides ethics, process skills, and information personal competency of learning teacher development instructional skills and process.
- 4) It develops teacher competency for learning needed strategies to foster context instructional perspective and potential.
- 5) It indicates personal competency in analyzing characteristics of school context and teachers' context for student development, learning, and literacy.
- 6) It provides deeper knowledge and understanding of the complex system of teacher development and student learning process.
- 7) It provides planning and complex processes that require appropriate inquiry-based teaching professional competency.

- 8) It features specific characteristics of inquiry-based learning, achievement, benefits, teaching practices, application and competency, positive concepts, implementation, methods, and pedagogical skills.
- 9) It develops student skills, self-evaluated skills, and implementation inside the classroom setting of learning.
- 10) Personal competency depends on the acquisition of learning and knowledge for both teachers and students.

### **E. Flexibility and Adaptability**

It demonstrates flexibility and ability to adapt and adjust to changing circumstances on instructional skills and competency skills in modern teaching. Flexibility and adaptability instructional competency and skills possess quality of teacher. It plans for flexible and adaptable ideas for changing the process of the educational system for good, better, and best. It incorporates classroom situations for flexible learning and adaptable process realization of classroom discipline. It accommodates flexible and adaptable learning responsibility in modern teaching. Details of theories are discussed below:

- 1) It deals and calms with recovering and unexpected setbacks quickly on flexibility and adaptability of teaching and learning.
- 2) It manages ambiguity and flexible learning inherent to student adaptability for learning output.
- 3) It prioritizes effective demand and multiple flexibilities of learning instructional skills and competency skills in modern teaching.
- 4) It develops and creates solutions to classroom challenges of students' flexible teaching and learning adaptability process.
- 5) It differentiates the practice of teaching adaptability to achieve flexible learning based on the needs and demands of students as the centers of learning.
- 6) It provides changes and practices based on adjusted curriculum, instructional methods, and modern teaching technology.
- 7) It provides setback and resilience teaching learning occurrence adaptability and flexibility.
- 8) It creates solutions and challenges for flexible learning and adaptable process of student output performance.
- 9) It explores expected and accepted emotion resistance support involved in flexible and adaptable learning.
- 10) It supports tools for instructional skills and competency skills process and resources in dealing with flexible and adaptable change for teaching and learning.

### **F. Facilitation and Engagement**

It refers to maintenance and captures students' enthusiasm, participation, efforts, and interest in the process and content of learning. This can improve the facilitation and engagement of learners inside the classroom. It encourages and motivates the learning process, enthusiasm, and curiosity learning. It defines student engagement and



facilitation to represent teaching and learning. It challenges intellectual ideas and efforts in modern teaching and learning. Details of theories are discussed below:

- 1) It provides impact in selected instructional methods and strategies that are appropriate or relevant to the active development of learning engagement and facilitation.
- 2) It creates active participation and engagement for a conducive atmosphere and independent environment facilities of learning.
- 3) It engages students in strategies, methods, and multiple facilities of learning and teaching.
- 4) It integrates learning principles based on the needs of students as the centers of learning.
- 5) It provides various facilities and engagement learning processes for student modern teaching.
- 6) It facilitates learning styles and consideration of tasks and activities on the cognitive complexity of teaching.
- 7) It facilitates multiple interactions on students' interests and abilities based on the content of teaching and learning in the modern world of education.
- 8) It engages the student learning process focused and attention to a higher level of thinking and motivation.
- 9) It adopts instruction for students as the centers of learning to increase engagement opportunities for academic performance.
- 10) It promotes the learning engagement process in active participation in the instructional approach and learning process.

### **G. Collaboration and Teamwork**

Collaboration and teamwork are essential in instructional skills and competency skills in modern teaching as a basis for curriculum development, especially in the goals of the educational system. This can occur in peer teaching and learning instruction that involves discussion, the concept of teaching and learning, and working plans for students in clarifying the learning process. This can develop self-management, oral communication, leadership skills, and a higher level of thinking. It promotes interaction among faculties to increase responsibility, self-esteem, and student retention. Details of theories are discussed below:

- 1) It participates to demonstrate and contributes initiative decision-making collaboration and teamwork in teaching and learning.
- 2) It provides knowledge and appropriate information to share ideas in teaching and learning, especially on competency, and instructional skills for teachers.
- 3) It deals with constructive and conflict-positive aspects in instructional skills and competency skills collaboration and teamwork systems.
- 4) It provides value, respect diversity, and opinion in teamwork and collaboration for suggestions and insights.

- 5) Collaborative and teamwork provide a positive work atmosphere contributing to better work output.
- 6) It assumes better leadership in the organization as they work on goals and achievement in instructional and competency skills.
- 7) It initiates collaboration and teamwork in a school setting and goals in instructional competency skills of modern teaching.
- 8) It provides better mentoring on collaboration and teamwork as part of the system in the educational setting.
- 9) It engages positive partnerships and resources in instructional skills and competency skills collaboration and teamwork.
- 10) It provides necessary instructional skills and competency skills in teaching curriculum as part of the goals, collaboration, and teamwork.

## **H. Communication and Interpersonal Skills**

Communication and interpersonal skills are considered and appropriately respond to the capabilities, feelings, and needs of individuals where respect, compassion, and tactfulness are needed. Teachers have a positive potential effect on teaching and learning among students. They are well-equipped and educated with a sense of respect for students and development. They assist students to improve the development of interpersonal skills and communication processes. This can help improve the personal lives of students. It demands huge responsibility in molding and shaping students' and challenges. Details of theories are discussed below:

- 1) It demonstrates role models and acts for students' professionalism, communication process and skills.
- 2) It is concise, clear, and demonstrates skills needed for written and verbal communication.
- 3) It provides a way to seek and understand people, concerns, and other ideas in communication and interpersonal skills.
- 4) It clarifies and understands the ask question and communicative skills in a non-threatening manner and competency.
- 5) It assumes creativity, a responsibility that engages reluctant educational setting interpersonal skills, and communicative competence.
- 6) It distinguishes effective complex communication and performance on sensitive matters in a group dynamic instructional skills and competency skills.
- 7) It monitors and demonstrates instructional skills and competency skills learning process.
- 8) It promotes essential creativity and critical thinking communication and interpersonal competence skills.
- 9) Communication and interpersonal skills provide positive and potential development of the student learning process.
- 10) It provides various skills such as empathy, better communication, humor, and positive motivation in teaching and learning.

## **I. Caring and Inclusiveness**

Caring and inclusiveness in the modern world of teaching refer to the different approaches and techniques that address and strive for students' needs and learning. It provides care and inclusive learning experiences that allow students to succeed in learning abilities and styles in modern teaching. It contributes to a careful and inclusive method of teaching and strategies to value students' learning process and outcome. Classroom management implies perspectives and contributions to various techniques and teaching for students and the learning process. Details of theories are discussed below:

- 1) It maintains and creates a learning environment that supports and is inclusive of students' competency skills.
- 2) It cares and models safe inclusive action, words, and ethical behavior instructional skills and competency skills in modern teaching.
- 3) It plans the implementation of strategies and methods for instructional and competency skills on the social aspect of an individual person as to intellectual, emotional, social, and physical.
- 4) It demonstrates proper care and commitment to student-based learning processes.
- 5) It incorporates and understands lessons and culture for inclusive care and learning process.
- 6) It demonstrates an understanding of proper care and inclusive management outlined with educational designation and a plan for the learning process.
- 7) It provides a proper understanding of knowledge practice especially on culture and diversity as part of care and inclusive learning process.
- 8) It facilitates programs and activities for caring and inclusive creation of school social responsibility and practice.
- 9) It engages to maintain and promote better relationships in students learning for better impact and output in the academic performance of the learners.
- 10) Care and inclusiveness serve as a management learning process of students' needs and complexity.

## **J. Organization and Planning**

It refers to planning and organizing for differentiation, effective instruction, and assessment for instructional skills and competency skills. Good planning is necessary for an effective classroom main task of a teacher in modern teaching. It reduces stress and minimizes disruptions in teaching and learning. It helps in the proper accomplishment of task instructional skills and competency skills among teachers. It provides better privileges and opportunities for the success and achievement of school teachers in the academy. Details of theories are discussed below:

- 1) It plans and integrates to prepare efficient and effective lesson plans, syllabus, and module units.
- 2) It paces time demand in planning and prioritizing realistic instructional skills and competency skills.

- 3) It prepares and anticipates technological tools and resources for the lesson.
- 4) It provides various instructional assessments and instructional methods for students.
- 5) It builds and selects technology, instructional strategies, assessment and materials prior experiences and knowledge relevant to the needs and interests of students.
- 6) It explores progress and reports achievement to learners in a timely manner and relevant to competency skills and instructional skills.
- 7) It develops learning plans and implements individualized instructional resources and learning processes.
- 8) It facilitates systems and goals for student learning output and feedback results.
- 9) It demonstrates initiative and active leadership in planning the impact of the learning output of students.
- 10) It develops learning perspective and instructional skills and competency skills plan for students learning.

### **3. Statement of the Problem**

- 1) What is the contribution of instructional skills and competency skills theory in modern teaching as to:
  - 1.1 classroom management,
  - 1.2 instructional delivery,
  - 1.3 formative assessment,
  - 1.4 personal competency,
  - 1.5 flexibility and adaptability,
  - 1.6 facilitation and engagement,
  - 1.7 collaboration and teamwork,
  - 1.8 communication and interpersonal skills,
  - 1.9 caring and inclusiveness,
  - 1.10 organization and planning?
- 2) Is there a significant agreement on the contribution of instructional skills and competency skills theory in modern teaching as observed by the respondents?

#### **3.1 Hypothesis**

There is a significant agreement on the contribution of instructional skills and competency skills theory in modern teaching as observed by the respondents.

### **4. Research Design**

The research design utilizes descriptive correlational methods because it generates and refines knowledge on instructional skills and competency skills theory in modern teaching. It quantifies and measures the contribution of instructional skills and competency skills theory in modern teaching in terms of classroom management,

instructional delivery, formative assessment, personal competency, flexibility and adaptability, facilitation and engagement, collaboration and teamwork, communication and interpersonal skills, caring and inclusiveness, and organization and planning. It determines instructional skills and competency skills theory in modern teaching variables, (Essel, et al., 2022, pp. 1-21).

#### **4.1 Sampling Techniques**

Convenience and non-probability sampling are employed in the study. It provides inclusion gathering of sample size in instructional skills and competency skills theory in modern teaching. It is the best way to gather the sample size of the study which is accessible for the researchers. It directs the selection of sample size as a convenient sampling form. It is a type of technique that the researchers utilized until the sample size is targeted based on the set criteria, (Stratton, 2021, pp. 373-374).

#### **4.2 Respondents of the Study**

The subjects of the study are the curriculum designers, deans, heads, coordinators of both private and public Higher Education Institutions (HEIs). They are selected because they have the background and knowledge of the study under investigation. The study comprised sixty (60) respondents only.

### **5. Results and Discussion**

Table 1 presents the weighted mean and the corresponding interpretation of instructional skills and competency skills theory in modern teaching classroom management among the respondents.

It shows that most of the respondents identify proper approach and practice preparation on issues and behaviors of the learners as evidence-based minimal classroom management and support routine of student-appropriate classroom dynamic and behavior. It deals with classroom management and complex situations and events in various classroom management challenges. It deals with a complex process of knowledge on how teachers in the classroom perceive events. It monitors the situation and awareness of classroom management. It provides a decision on the impact to handle classroom situations. It provides novice responses and decisions for teachers' classroom management and events.

**Table 1: Instructional Skills and Competency Skills Theory  
 in Modern Teaching Classroom Management Among the Respondents**

Indicators	WM	I
1. Management classroom practices have clear expectations and support to include teacher mentoring and suggestions for better improvement of teaching and learning.	4.00	A
2. It describes teachers shaping and preparing classroom management in modern teaching.	3.38	MA
3. It provides proper constructivism, scaffolding and instruction for active learning gradually and practice to support the autonomy of classroom management.	4.12	A
4. It prepares teachers to be novices in the needs of the learners' classroom management.	3.38	MA
5. It identifies proper approaches and practice preparation on issues and behaviors of the learners as to evidence-based minimal classroom management.	4.23	SA
6. It emphasizes classroom management that contributes to issues and novice teachers who are not ready in preparation of classroom exploration.	3.63	A
7. It supports classroom management for the learning routine of students' appropriate classroom dynamics and behavior.	4.23	SA
8. It escalates and redirects student behavior as part of classroom management and discipline in teaching and learning.	3.52	A
9. It organizes classroom management and student learning processes for instructional skills and competency skills in modern teaching.	4.12	A
10. It ensures classroom management to facilitate students' cognitive awareness impact and behavior of learning.	3.81	A
<b>Average Weighted Mean</b>	<b>3.84</b>	<b>A</b>
<b>Standard Deviation</b>	<b>0.342</b>	

The theory facilitates learning challenges in classroom management, (Wolff, Jarodzka, & Boshuizen, 2021, pp. 131-148). On the other hand, it also describes how teachers shape and prepare classroom management in modern teaching. It also prepares teachers to be a novice in the needs of learners' classroom management. This means that novice contribution to classroom management is being explored. It practices clear expectations on requested classroom support and management, (Shank, & Santiago, 2022, pp. 26-34). Hence, the overall average weighted mean is 3.84 (SD=0.342) or Agree which means instructional skills and competency skills theory in modern teaching classroom management is observed among the respondents.

Table 2 presents the weighted mean and the corresponding interpretation of instructional skills and competency skills theory in modern teaching instructional delivery among the respondents.

**Table 2:** Instructional Skills and Competency Skills Theory  
 in Modern Teaching Instructional Delivery Among the Respondents

Indicators	WM	I
1. It examines the quality of classroom interaction and emotional exhaustion for teachers' instructional process and delivery.	4.07	A
2. It demonstrates instructional delivery associated with quality instruction for students inside the classroom.	3.86	A
3. It suggests evidence of emotional exhaustion in classroom interaction among teachers with students inside the classroom.	3.73	A
4. It supports teachers' teaching and well-being to minimize emotional exhaustion beneficial in fostering strategy for higher quality classroom management and instructional delivery.	4.20	SA
5. It provides an impact on increased attention of modern teaching in providing quality delivery instruction.	3.35	MA
6. It focuses on the process of understanding and shaping the practice of a teacher on instructional delivery and learning outcome.	4.00	A
7. It influences and identifies instructional delivery of teachers in classroom practice and setting as to background and experiences, skills, training, and knowledge.	3.86	A
8. Instructional delivery is focused on teachers' capability, indication, work experiences, stress, emotional stability, and process.	3.35	MA
9. It conceptualizes emotional availability and regulates teachers' responsiveness to instructional delivery.	3.64	A
10. It devotes rigor instruction delivery of lessons in the classroom practice and attention to the learners.	4.07	A
<b>Average Weighted Mean</b>	<b>3.81</b>	<b>A</b>
<b>Standard Deviation</b>	<b>0.295</b>	

It shows that supporting teachers' teaching and well-being to minimize emotional exhaustion is beneficial in fostering strategy for higher quality classroom management and instructional delivery which is necessary in theory as far as instructional skills and competency skills are concerned in modern teaching. It determines the design and effectiveness of intervention and the application of instructional delivery as part of theory skills in modern teaching and learning. This has relevant behavior and instruction management delivery skills. It identifies academic achievement gaps, and issues-based delivery instruction utilized in the teaching and learning process. The theory identifies gaps in students' academic achievement through instructional delivery theory in modern teaching. It adopts experiences for teachers' instructional delivery strategies and techniques indicated theory of instructional skills and competency skills to facilitate learning practices, (Yakpo Newton, 2021). Hence, instructional delivery shows to provide impact and increased attention to modern teaching in providing quality delivery instruction. It shows that instructional delivery is focused on teachers' capability, indication, work experiences, stress, emotional stability, and process. This shows that the influence of advanced technology instructional delivery is connected to the teaching process. It is necessary to be incorporated in teaching and learning to achieve better performance of learners as the centers of education and part of implementation theory, (Ghory, & Ghafory, 2021, pp. 168-173). The overall average weighted mean is 3.81

(SD=0.295) or Agree on instructional skills and competency skills theory in modern teaching instructional delivery as observed among the respondents.

Table 3 presents the weighted mean and the corresponding interpretation of instructional skills and competency skills theory in modern teaching formative assessment among the respondents.

It shows teachers' influences and practices on formative assessment as to level, knowledge, conceptions, values, responsibilities, teaching experiences, and subject matter regarding assessment practices which are a necessary performance of students to measure the learning process. This means that formative assessment plays a significant role in instructional skills and competency skills in modern teaching. It recognizes enhanced teaching methods and strategies for outcome learning and output of students. It facilitates systematic analysis and factors implementation and intention of formative assessment as part of the theory in modern teaching. It benefits formative assessment and implementation aspiration and facilitation for students, (Yan, et al., pp. 228-260). It also shows that formative assessment is a practice and concept to implement and measure academic performance of the learners which is a self-regulated learning process and effect for students. It integrates the practice of formative assessment development and models, (Granberg, Palm, & Palmberg, 2021). The overall average weighted mean is 3.77 (SD=0.310) or Agree on instructional skills and competency skills theory in modern teaching formative assessment as observed among the respondents.

**Table 3:** Instructional Skills and Competency Skills Theory in Modern Teaching Formative Assessment Among the Respondents

Indicators	WM	I
1. It influences the practice of teachers' formative assessment to comprehend the model of learning output.	3.64	A
2. It creates a systematic process to determine contextual factors and personal factors to the formative assessment.	3.41	A
3. It improves formative assessment and student learning motivation, learning outcome, and self-regulating outcome.	3.87	A
4. Formative assessment implements, designs, and perceives activities on the effect of classroom success.	3.87	A
5. It is a practice and concept to implement the formative assessment to measure the academic performance of the learners.	3.36	MA
6. It provides systematic models and influences the practice of formative assessment in examining suitable support, measure, and implementation.	4.02	A
7. Formative assessment identifies and analyzes exploratory factors on various distinct teacher self-directed programs and skills.	3.41	A
8. It provides challenges on formative assessment due to the lack of instruments and suitability assessment practice tools to be utilized in the assessment process for both teachers and students.	4.15	A
9. It provides contextual and personal factors for teachers on beliefs and knowledge as to school management and leadership, school culture, and accountability.	3.73	A



10. It frames teachers' influences and practices on formative assessment as to level, knowledge, conceptions, values, responsibilities, teaching experiences, and subject matter regarding assessment practices.	4.21	SA
<b>Average Weighted Mean</b>	<b>3.77</b>	<b>A</b>
<b>Standard Deviation</b>	<b>0.310</b>	

Table 4 presents the weighted mean and the corresponding interpretation of instructional skills and competency skills theory in modern teaching personal competency among the respondents.

It shows to support personal competency and development learning process network, resources, and develops student self-evaluated skills and implementation inside the classroom setting of learning Mallillin, (2023). This means that competent teachers in modern teaching determine and implements quality pedagogy. It builds strong competency, learning motivation and ability to determine improvement motivation of teaching and learning success pedagogy, learning development, and learning process. It is necessary learning and competency development in modern teaching as part of instructional skills and competency skills, (Efendi, 2021, pp. 701-706).

**Table 4:** Instructional Skills and Competency Skills Theory  
 in Modern Teaching Personal Competency Among the Respondents

<b>Indicators</b>	<b>WM</b>	<b>I</b>
1. It provides a phenomenon on teachers' competency and development of instructional learning level of teacher, students, and school.	4.00	A
2. It supports personal competency and the development of learning process networks, and resources.	4.23	SA
3. It provides ethics, process skills, and information on personal competency of learning among teacher development instructional skills and processes.	3.81	A
4. It develops teacher competency learning needed strategies to foster context instructional perspective and potential.	3.39	MA
5. It indicates personal competency in analyzing characteristics of school context and teachers' context for student development, learning, and literacy.	4.16	A
6. It provides deeper knowledge and understanding of the complex system of teacher development and student learning process.	3.65	A
7. It provides planning and complex processes that require appropriate inquiry-based teaching on professional competency.	4.00	A
8. It features specific characteristics of inquiry-based learning, achievement, benefits, teaching practices, application and competency, positive concepts, implementation, methods, and pedagogical skills.	3.39	MA
9. It develops student skills, self-evaluated skills, and implementation inside the classroom setting of learning.	4.23	SA
10. Personal competency depends on the acquisition of learning and knowledge for both teachers' and students' outcomes and performance.	4.03	A
<b>Average Weighted Mean</b>	<b>3.89</b>	<b>A</b>
<b>Standard Deviation</b>	<b>0.318</b>	

Notably, it also shows that personal competency in modern teaching and development of instructional skills and theory shows to develop teacher competency for learning

needed strategy to foster context instructional perspective and potential where it features specific characteristics inquiry-based learning, achievement, benefits, teaching practices, application and competency, positive concepts, implementation, methods, and pedagogical skills which means various technologies are the best mode of teaching flexibility. It demonstrates constructivist practice learning competency in modern teaching, (Fructuoso, Albó, & Beardsley, 2022, pp. 22-39). The overall average weighted mean is 3.89 (SD=0.318) or Agree on instructional skills and competency skills theory in modern teaching personal competency as observed among the respondents.

**Table 5:** Instructional Skills and Competency Skills  
 Theory in Modern Teaching Flexibility and Adaptability

Indicators	WM	I
1. It deals and calms with recovering and unexpected setbacks quickly on flexibility and adaptability of teaching and learning.	3.77	A
2. It manages ambiguity and flexible learning inherent to student adaptability learning output.	4.11	A
3. It prioritizes effective demands and multiple flexibilities of learning instructional skills and competency skills in modern teaching.	4.07	A
4. It develops and creates solutions to classroom challenges of students' flexible teaching and learning adaptability process.	4.00	A
5. It differentiates the practice of teaching adaptability to achieve flexible learning based on the needs and demands of students as the centers of learning.	3.31	MA
6. It provides changes and practices based on adjusted curriculum, instructional methods, and modern teaching technology.	4.20	SA
7. It provides setback and resilience teaching and learning occurrence adaptability and flexibility.	4.00	A
8. It creates solutions and challenges for flexible learning and adaptable process of students' output and performance.	4.20	SA
9. It explores expected and accepted emotion and resistance support involved in flexible and adaptable learning.	4.11	A
10. It supports tools for instructional skills and competency skills process and resources in dealing with flexible and adaptable change for teaching and learning.	3.31	MA
<b>Average Weighted Mean</b>	<b>3.91</b>	<b>A</b>
<b>Standard Deviation</b>	<b>0.338</b>	

Table 5 presents the weighted mean and the corresponding interpretation of instructional skills and competency skills theory in modern teaching flexibility and adaptability among the respondents.

It shows to provide changes and practices based on adjusted curriculum, instructional methods, and modern teaching technology where it creates solutions and challenges flexible learning and adaptable process of student output and performance. This means that flexibility and adaptability in modern teaching instructional skills and competency skills of teachers are based on a theory formulated. It is effective teaching flexibility for teachers in an adaptable situation based on the needs of students as centers of learning. It examines the variation of flexibility and adaptability in teaching acceptance quality learning and completion, (Guàrdia, et al., 2021, pp. 166-184). Also, it shows that

flexibility and adaptability in instructional skills and competency skills theory in modern teaching differentiates the practice of teaching adaptability to achieve flexible learning based on the needs and demands of students as the centers of learning which support tools for instructional skills and competency skills process and resources in dealing change for teaching and learning. It develops innovation and systems in flexible and adaptable teaching and learning approaches in educational settings and development. The overall average weighted mean is 3.91 (SD=0.338) or Agree on instructional skills and competency skills theory in modern teaching flexibility and adaptability as observed among the respondents.

**Table 6:** Instructional Skills and Competency Skills  
 Theory in Modern Teaching Facilitation and Engagement

Indicators	WM	I
1. It provides impact in selected instructional methods and strategies that are appropriate for relevant and active development of learning engagement and facilitation.	4.04	A
2. It creates active participation and engagement for a conducive atmosphere and independent environment facilities of learning.	4.22	SA
3. It engages students in strategies, methods, and multiple facilities of learning and teaching.	3.92	A
4. It integrates learning principles based on the needs of students as the centers of learning.	3.66	A
5. It provides various facilities and engagement learning processes for students' modern teaching.	3.54	A
6. It facilitates learning styles and consideration of the task and activities on cognitive complexity of teaching.	3.66	A
7. It facilitates multiple interactions on students' interests and abilities-based content teaching and learning in the modern world of education.	3.81	A
8. It engages students' learning process focus and attention to a higher level of thinking and motivation.	3.92	A
9. It adopts instruction for students as the centers of learning to increase engagement opportunities in academic performance.	3.36	MA
10. It promotes the learning engagement process in active participation in the instructional approach and learning process.	4.12	A
<b>Average Weighted Mean</b>	<b>3.82</b>	<b>A</b>
<b>Standard Deviation</b>	<b>0.270</b>	

Table 6 presents the weighted mean and the corresponding interpretation of instructional skills and competency skills theory in modern teaching facilitation and engagement among the respondents.

It shows that facilitation and engagement create active participation and engagement for a conducive learning atmosphere and independent environment facilities for learning. It analyzes and proves that facilitation and engagement have an effect on work environment involvement among teachers' tasks and job satisfaction. It has a positive effect on job engagement of teachers, (Dewi, Rodli, & Nurhidayati, 2021, pp. 226-240). In addition, it shows that facilitation and engagement adopt instruction

among students as the centers of learning to increase opportunities in academic performance instructional skills and competency skills theory process. It develops and implements a description of instructional design that focuses on student-centered pedagogy and active learning engagement and facilitation of specific content and concepts in teaching and learning. It incorporates problem-based learning and active teaching to create strategies and techniques for adopting an environment for students as the centers of learning, (Armbruster, et al., 2009, pp. 203-213). The overall average weighted mean is 3.83 (SD=0.270) or Agree on instructional skills and competency skills theory in modern teaching facilitation and engagement as observed among the respondents.

**Table 7:** Instructional Skills and Competency Skills  
 Theory in Modern Teaching Collaboration and Teamwork

Indicators	WM	I
1. It participates to demonstrate and contributes initiative to the decision-making of collaboration and teamwork in teaching and learning.	3.33	MA
2. It provides knowledge and appropriate information to share ideas in teaching and learning, especially on competency, and instructional skills for teachers.	3.72	A
3. It deals with constructive and conflict-positive aspects of instructional skills and competency skills collaboration and teamwork systems.	3.33	MA
4. It provides value, respect diversity, and opinion in teamwork and collaboration for suggestion and insight.	4.24	SA
5. Collaborative and teamwork provide a positive work atmosphere and contribute to better work output.	4.24	SA
6. It assumes better leadership organization as they work on goals and achieve instructional and competency skills.	4.13	A
7. It initiates collaboration and teamwork in a school setting and goals instructional competency skills of modern teaching.	3.86	A
8. It provides better mentoring on collaboration and teamwork as part of the system in the educational setting.	4.08	A
9. It engages positive partnerships and resources in instructional skills and competency skills on collaboration and teamwork.	4.08	A
10. It provides necessary instructional skills and competency skills in teaching curriculum as part of the goals, collaboration, and teamwork.	4.00	A
<b>Average Weighted Mean</b>	<b>3.90</b>	<b>A</b>
<b>Standard Deviation</b>	<b>0.340</b>	

Table 7 presents the weighted mean and the corresponding interpretation of instructional skills and competency skills theory in modern teaching collaboration and teamwork among the respondents. It is observed to provide value, respect diversity, and opinion in teamwork and collaboration for suggestion and insight where it provides a positive work atmosphere and contributes to better work output. This means collaboration and teamwork are designed to measure the objectives and progress of students as centers of learning. It improves the level of trust in collaborative learning efficiency and team performance of teaching. It formulates instructional skills and competency skills theory in modern teaching for collaboration and teamwork process as to strengths and

weaknesses of every member in the academe through individual key performance areas and indicators as to personal skills and teamwork performance, (Kurni, & Saritha, 2021, pp. 251-259). It also shows that respondents agree to participate and to demonstrate contribution to initiative decision making, collaboration, and teamwork in teaching and learning where it deals with constructive and conflict-positive aspects of instructional skills and competency skills system. This means teachers experienced collaborative teaching and learning for improved progress in modern teaching theory instructional skills and competency skills. It designs effective instructional methods of teaching pedagogy and strategy for students' demands and needs as centers of learning, (Prasetyo, et al., 2021, pp. 95-116). The overall average weighted mean is 3.90 (SD=0.340) or Agree on instructional skills and competency skills theory in modern teaching collaboration and teamwork as observed among the respondents.

**Table 8:** Instructional Skills and Competency Skills  
 Theory in Modern Teaching Communication and Interpersonal Skills

Indicators	WM	I
1. It demonstrates role models and acts for students' professionalism in the communication process and skills manner.	4.00	A
2. It is concise, clear, and demonstrates skills needed for written and verbal communication.	3.95	A
3. It provides a way to seek and understand people, concerns, and other ideas in communication and interpersonal skills.	3.67	A
4. It clarifies and understands the ask question and communicative skills in a non-threatening manner and competency.	4.13	A
5. It assumes creativity, a responsibility that engages reluctant educational setting interpersonal skills, and communicative competence.	3.34	MA
6. It distinguishes effective complex communication and performance on sensitive matters in group dynamic instructional skills and competency skills.	4.21	SA
7. It monitors and demonstrates instructional skills and competency skills learning process.	4.00	A
8. It promotes essential creativity and critical thinking in communication and interpersonal competence skills.	4.21	SA
9. Communication and interpersonal skills provide positive and potential development of the student learning process.	3.95	A
10. It provides various skills such as empathy, better communication, humor, and positive motivation in teaching and learning.	3.34	MA
<b>Average Weighted Mean</b>	<b>3.88</b>	<b>A</b>
<b>Standard Deviation</b>	<b>0.324</b>	

Table 8 presents the weighted mean and the corresponding interpretation on instructional skills and competency skills theory in modern teaching communication and interpersonal skills among the respondents.

It shows to distinguish effective complex communication and performance on sensitive matter in group dynamic instructional skills and competency skills where it promotes essential creativity and critical thinking in communication and interpersonal competence skills. This means teachers need to organize the communication and

interpersonal skills necessary for teaching and learning. This is necessary in the teaching process because students are looking for teachers to provide the best teaching experiences. This can be observed through interpersonal skills and communication. This involves the 4 C's as to creativity, collaboration, communication, and critical thinking, (Bakhshandeh, 2021). Nonetheless, it also shows creativity and responsibility that engages in reluctant educational settings interpersonal skills communicative competence where it provides various skills such as empathy, better communication, humor, and positive motivation in teaching and learning. This means to measure knowledge and cohesive learning competency on communication and interpersonal skills in instructional skills and competency skills theory in modern teaching. It highlights the development of competency in teaching and learning disposition that can empower the motivational learning process, (Hoskins, & Crick, 2010, pp. 121-137). The overall average weighted mean is 3.88 (SD=0.324) or Agree on instructional skills and competency skills theory in modern teaching communication and interpersonal skills as observed among the respondents.

Table 9 presents the weighted mean and the corresponding interpretation of instructional skills and competency skills theory in modern teaching caring and inclusiveness among the respondents.

It shows to demonstrate an understanding of proper care and inclusive management outlined with educational designation and plan for the learning process. This means that care is tremendous in academic performance and leadership teaching and learning to build a commitment and demonstrate the inclusive principle of excellence Mallillin, et al., (2020). This is to prioritize inclusive care among students as centers of learning to achieve academic performance because the learners are being molded and being shaped in modern teaching for instructional skills and competency skills theory presented in the study. Care and inclusion provide opportunities for academic excellence and unique realities as to challenges in fundamental learning competency as attribute behavior learners, (Russell, Gonzales, & Barkhoff, 2021, pp. 383-389). Hence, it also shows that caring and inclusiveness among respondents plan the implementation of strategies and methods for instructional and competency skills on social aspects of an individual person as intellectual, emotional, social, and physical. It develops critical competency instructional teaching and learning to include various complex process methods of teaching and strategy in contemporary educational settings and task interaction to reflect teaching and learning, (Howard, et al., 2021). The overall average weighted mean is 3.78 (SD=0.309) or Agree on instructional skills and competency skills theory in modern teaching caring and inclusiveness as observed among the respondents.

**Table 9:** Instructional Skills and Competency Skills  
 Theory in Modern Teaching Caring and Inclusiveness

Indicators	WM	I
1. It maintains and creates a learning environment supportive and inclusive for students.	3.79	A
2. It cares and models safe inclusive action, words, and ethical behavior instructional skills and competency skills in modern teaching.	4.00	A
3. It plans the implementation of strategies and methods for instructional and competency skills on social aspects of an individual person as to intellectual, emotional, social, and physical.	3.35	MA
4. It demonstrates proper care and commitment to students based on the learning process.	4.09	A
5. It incorporates and understands lessons and culture for inclusive care and learning process.	3.79	A
6. It demonstrates an understanding of proper care and inclusive management outlined with educational designation and a plan for the learning process.	4.22	SA
7. It provides a proper understanding of knowledge practice especially on culture and diversity as part of care and inclusive learning process.	3.47	A
8. It facilitates programs and activities for caring and inclusive creation of school social responsibility and practice.	4.09	A
9. It engages to maintain and promote better relationships in students learning for better impact and output in the academic performance of the learners.	3.56	A
10. Care and inclusiveness serve as a management learning process of students' needs and complexity.	3.47	A
<b>Average Weighted Mean</b>	<b>3.78</b>	<b>A</b>
<b>Standard Deviation</b>	<b>0.309</b>	

Table 10 presents the weighted mean and the corresponding interpretation of instructional skills and competency skills theory in modern teaching organization and planning among the respondents.

It shows that organization and planning must pace time demands in prioritizing realistic instructional skills and competency skills where it develops learning plans and implements individualized instructional resources for the learning process. It provides effects and benefits to the learning process which is helpful in modern teaching as to instructional skills and competency skills theory. It develops appropriate systems and activities in the teaching and learning process effectively. It determines the quality of teaching and learning based on planned activities, school setting and system. The organizational planning focuses on students as the centers of learning competitive quality education in modern teaching, (Hoa, Huy, & Van Trung, 2021).

**Table 10: Instructional Skills and Competency Skills  
 Theory in Modern Teaching Organization and Planning**

Indicators	WM	I
1. It plans and integrates to prepare efficient and effective lesson plans, syllabus, and module units.	3.57	A
2. It paces time demand in planning and prioritizing realistic instructional skills and competency skills.	4.23	SA
3. It prepares and anticipates technological tools and resources for the lesson.	3.87	A
4. It provides various instructional assessments and instructional methods for students.	3.62	A
5. It builds and selects technology, instructional strategies, assessment, and materials for prior experiences and knowledge-relevant needs and interests of students.	4.08	A
6. It explores progress and reports the achievement of the learners in a timely manner and relevant to competency skills and instructional skills.	4.01	A
7. It develops learning plans and implements individualized instructional resources for the learning process.	4.23	SA
8. It facilitates systems and goals for student learning output and feedback results.	3.74	A
9. It demonstrates initiative and active leadership in planning to impact the learning output of students.	3.57	A
10. It develops learning perspective and instructional skills and competency skills plans for student learning.	3.87	A
<b>Average Weighted Mean</b>	<b>3.88</b>	<b>A</b>
<b>Standard Deviation</b>	<b>0.254</b>	

Similarly, organization and planning show how to integrate and prepare efficient and effective lesson plan, syllabus, and module units which it demonstrates initiative and active leadership in planning and impacting the learning output of students. It recognizes commitment, approach, innovation, instructional skills and competency skills theory in modern teaching and learning for students' opportunity and growth, (Dobson, et al., 2021, pp. 131-139). The overall average weighted mean is 3.88 (SD=0.254) or Agree on instructional skills and competency skills theory in modern teaching organization and planning as observed among the respondents.

**Table 11: Test of Significant Agreement on the Contribution of Instructional Skills  
 and Competency Skills Theory in Modern Teaching as Observed by the Respondents**

Test of Variables on Contribution of Instructional Skills and Competency Skills as Observed by the Respondents	z computed value	Interpretation	z critical value	Decision
Classroom management	50.86	Significant	±1.96	Rejected
Instructional delivery	54.34	Significant	±1.96	Rejected
Formative assessment	52.45	Significant	±1.96	Rejected
Personal competency	53.43	Significant	±1.96	Rejected
Flexibility and adaptability	52.09	Significant	±1.96	Rejected
Facilitation and engagement	56.96	Significant	±1.96	Rejected
Collaboration and teamwork	51.81	Significant	±1.96	Rejected



Communication and interpersonal skills	52.80	Significant	$\pm 1.96$	Rejected
Caring and inclusiveness	52.67	Significant	$\pm 1.96$	Rejected
Organization and planning	59.63	Significant	$\pm 1.96$	Rejected
Two-tailed test with z critical value of $\pm 1.96$ at 0.05 level of significance				

Table 11 presents the test of significant agreement on the contribution of instructional skills and competency skills theory in modern teaching as observed by the respondents.

As revealed in the table, when the variables are tested from each other, it shows that all computed z values are higher than the z critical value of  $\pm 1.96$ , two-tailed tests, at 0.05 level of significance which resulted in non-significance and rejection of the hypothesis. Therefore, it is safe to say that there is a significant agreement on the contribution of instructional skills and competency skills theory in modern teaching as observed by the respondents.

## 6. Conclusions

It shows that instructional skills and competency skills theory in modern teaching classroom management among the respondents identifies proper approach and practice preparation on the issues and behaviors of learners as to evidence-based minimal classroom management and supports classroom management for learning the routine of students' appropriate classroom dynamic and behavior.

Instructional delivery shows to support teachers' teaching and well-being to minimize emotional exhaustion beneficial in fostering strategy for higher quality classroom management and instructional delivery.

The formative assessment shows to frame teachers' influences and practices as to level, knowledge, conceptions, values, responsibilities, teaching experiences, and subject matter regarding the assessment system.

Personal competency shows to support personal competency and development of learning process network and resources where it develops student skills and self-evaluated skills and implementation inside the classroom setting of learning.

Flexibility and adaptability show to provide changes and practices based on adjusted curriculum, instructional methods, and modern teaching technology which it creates solutions and challenges for flexible learning and adaptable process of students' output and performance.

Facilitation and engagement show to create active participation and engagement for a conducive learning atmosphere and independent environment facilities of learning.

Collaboration and teamwork show value, respect for diversity, and opinion in teamwork and collaboration for suggestion and insight where it also shows collaborative and teamwork positive work atmosphere and contributes to better work output.

Communication and interpersonal skills show to distinguish effective complex communication and performance on sensitive matters in group dynamic instructional

skills and competency skills where it promotes essential creativity and critical thinking in communication and interpersonal competence skills.

Caring and inclusiveness show to demonstrate an understanding of proper care and inclusive management outlined with educational designation and plans for the learning process.

Organization and planning show to pace time demand in planning and prioritizing realistic instructional skills and competency skills where it develops learning plans and implements individualized instructional resources learning process.

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### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

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