

Adapting the teacher theory model in upskilling English teaching pedagogy

Muna Salem Abduljalil

English Language Department, Faculty of Arts and Languages ,University of Tripoli, Libya

Email: muna2020ly@gmail.com

تكييف نموذج نظرية المعلم في رفع مستوى النهج التربوي لتدريس اللغة الانجليزية

منى سالم عبدالجليل

قسم اللغة الانجليزية، كلية الآداب واللغات، جامعة طرابلس، طرابلس، ليبيا

ABSTRACT

The study aims to explore the teacher model theory in upskilling English teaching pedagogy process.

Descriptive quantitative research approach and methods are utilized in the process of the research where purposive sampling is employed in the selection of the population sample. The subjects of the study comprised Twenty-Seven (27) respondents only.

Results show that teacher as structured of being talented composed of different classroom setting in cultural background to balance the learning teaching style and intellectual ability of the students as centers of learning, show that teacher as structured of being enthusiastic explored class excitement, enjoyment, anticipation, participation, engagement, and stimulation for the lesson to be fun and exciting, show that teacher as structured of being adaptable developed constant skills in the learning process and willingness to succeed in the classroom setting of teaching, show that teacher as structured of being creative enhanced skills towards works and learning in the classroom setting in the academic performance of students, show that teacher as structured of being honest corrected mistakes of students to boost morale in the learning process for better improvement and feedback in teaching, show that teacher as structured of being effective adjusted teaching techniques, strategies, and methods based on the needs of the learners in various ways, and show that teacher as structured of being resourceful identified the process in the learning process of students in molding and shaping academic performance to the fullest.

الخلاصة

تهدف هذه الدراسة الى استكشاف نظرية نموذج المعلم في اطار تطوير وتحسين عملية تدريس اللغة الإنجليزية . اعتمدت الدراسة على المنهج الوصفي الكمي في إجراءات البحث، حيث تم استخدام العينة الهادفة في اختيار مفردات مجتمع الدراسة ، وقد بلغ عدد المشاركين (27) مستجيبا فقط. كما أظهرت النتائج ان المعلم بوصفه نموذجا للموهبة يتميز بقدرته على إدارة بيئات متنوعة ذات خلفيات ثقافية مختلفة بما يحقق التوازن بين أساليب التعليم والتعلم . وايضا أظهرت النتائج ان المعلم بوصفه نموذجا للحماس يعزز أجواء الاثارة والمتعة والتفاعل والمشاركة والانخراط داخل الصف، مما يجعل الدروس أكثر تشويقا. وأوضحت كذلك ان المعلم بوصفه نموذجا للمرونة يطور مهارات مستمرة في عملية التعلم حيث بينت ان المعلم نموذجا للإبداع يعمل على تنمية مهارات العمل والتعلم في الصف بما يساهم في تحسين الأداء الأكاديمي.

وكشفت الدراسة كذلك ان المعلم بوصفه نموذجا للصدق يقوم بتصحيح أخطاء الطلبة لرفع معنوياتهم أثناء عملية التعلم ، مما يؤدي الى تحسين الأداء وتطوير جودة ردود الفعل في التدريس. كما تبين أن المعلم بوصفه نموذجا للفعالة يعدل تقنيات واستراتيجيات وطرائق التدريس بما يتناسب مع احتياجات المتعلمين المتنوعة، وأخيرا، كشفت النتائج أن المعلم بوصفه نموذجا لحسن توظيف الموارد يحدد مسارات التعلم لدى الطلبة ويسهم في صياغة وتشكيل أدائهم الأكاديمي على نحو متكامل

Received: 20-08- 2025 - Accepted: 27-08- 2025 - Published: 02-09-2025

Keywords. Teacher model theory, and upskilling English pedagogy, and teaching pedagogy

الكلمات المفتاحية : نظرية نموذج المعلم، تعليم أصول تدريس اللغة الإنجليزية، طرق التدريس

Introduction

The English teaching pedagogy in adapting the teacher theory model addresses and facilitates the teaching process based on individual feeling, experiences, and needs. It involves structured manner and knowledge of learning. It provides an interactive process in the classroom setting since teaching is a two-way process. It fosters and engages to understand the techniques in upskilling teaching pedagogy exploration of the lesson in English. It involves teachers imparting skills and knowledge in the educational system. It also involves students' processes, goals, teaching techniques, and different skills. It defines a necessary response on the function and role of teaching in the educational system as to talent, enthusiasm, adaptability, creativity, honesty, efficiency, and resourcefulness (Mallillin, 2021). Also, English teaching pedagogy in adapting the teacher theory model immerses transformation of educational technology approach for teaching and learning. It explores holistic process and development that emphasizes lifelong learning, critical thinking, and decision making. It is an opportunity to present a challenge and paradigm in upskilling English teaching pedagogy practice success and requirement of language competency in the global era. It enhances English pedagogy of teaching to highlight global competency, learning process, and academic output of students. It raises various English proficiency and competency efficiency contexts in upskilling pedagogy adaptable to teaching model theory. It implements teaching method adaptability experiences in the educational concept and process (Pujiani, n.d.).

The intervention innovation and strategy in upskilling English teaching pedagogy explores the educational program on the improved learning. It promotes quality of work among students as centers of learning. It provides a quality of education that is based on culture, equity, diversity, and an inclusive system. It contributes to the potential of building a nation. The various educational institutions are investing in human development especially for the commitment of teachers in molding and shaping the learners to be a better citizen in the society. Teachers manage the process of teaching and development based on principles and ethics (Mallillin, 2022, pp. 99-121). The teachers may be recognized for their efforts and skills in teaching and learning. The program demonstrates participation in the various activities of professional development in upskilling teaching pedagogy based on the theory implemented to equip quality of education. It identifies professional system skills and theory contribution approaches to quality systems in education such as reflection, efficiency, implementation, observed, standard, and knowledge acquisition theory skills. It shows that professional development theory skills enhance knowledge application of learning simple processes. It provides proper understanding and knowledge in teaching process instruction and development (Mallillin, & Laurel, 2022).

The upskilling of teaching English pedagogy in adapting the teacher model theory identifies novelty for change processes from good, better, and best. It innovates the process for the quality of teaching. It emphasizes various approaches to examine instructional skills and development of competency. It enhances adapting the model theory of teaching learning and classroom management. It embraces various teaching strategies to define the needs of student learners. It specializes in various techniques and processes in the utilization of learning facilities in upskilling teaching English pedagogy. It examines the practices, principles, and ethics in teaching of English as a Second Language framework, concept, and theory in the educational system (Mallillin, 2023, pp. 1-17). In addition, it equips with the English language in the acquisition of competency and proficiency in upskilling learning for adapting the teacher model theory. It leverages experiences, skills, and prior knowledge in teaching. It structures teaching pedagogy in the classroom setting such as assessment, evaluation, curriculum design, and language of learning acquisition. It prioritizes the English pedagogy of teaching in upskilling knowledge in adapting the model teacher theory process. It creates impressive learning in upskilling teaching English in adapting the teacher model theory. It is also a device for effective and efficient learning based on instructional teaching theory (Mallillin, 2024, pp. 120-132).

The importance of adapting the teaching model theory in upskilling English pedagogy defines the features in assisting learning for a change. It improves teaching and learning academic performance of students in the English language. It helps in upskilling English pedagogy especially in adapting the teacher model theory as to teacher being talented, teacher being enthusiastic, teacher being adaptable, teacher being creative, teacher being honest, teacher being effective, and teacher being resourceful. It provides a prospective approach and connection of learning in upskilling English pedagogy. It provides knowledge in upskilling English pedagogy lesson structure based on the various domains of learning. It is based on the global approach in the theory of teaching and learning (Mallillin, 2024, pp. 7686-7700). Finally, the importance of adapting the teaching model theory in upskilling English pedagogy includes approaches in teaching strategy analysis and comprehension level of students. The teaching process in the theory adapts competitive learning, creative learning, innovative learning, and outlines the concept of upskilling English pedagogy lessons. It navigates compliance in upskilling English teaching pedagogy to focus in the learning process. It also explores the practice theory on educational leadership in the school organization system as to innovation of teaching, disruptive behavior of students, classroom learning management, performance of students, and school approach process (Mallillin, & Caday, n.d.).

Research Questions

1. What is the contribution of adapting teacher model theory in upskilling teaching English pedagogy in the aspects of
 - 1.1 teacher as structured of being talented,
 - 1.2 teacher as structured of being enthusiastic,
 - 1.3 teacher as structured of being adaptable,
 - 1.4 teacher as structured of being creative,
 - 1.5 teacher as structured of being honest,
 - 1.6 teacher as structured of being effective, and
 - 1.7 teacher as structured of being resourceful?
2. Is there a significant agreement on the contribution of adapting teacher model theory in upskilling teaching English pedagogy as observed among the respondents?

Hypothesis

There is no significant agreement on the contribution of adapting teacher model theory in upskilling teaching English pedagogy as observed among the respondents.

Research Design

The research utilizes the quantitative descriptive approach in quantifying and measuring the contribution of adapting teacher model theory in upskilling teaching English pedagogy in the aspects of teacher as structured of being talented, teacher as structured of being enthusiastic, teacher as structured of being adaptable, teacher as structured of being creative, teacher as structured of being honest, teacher as structured of being effective, and teacher as structured of being resourceful. It seeks knowledge relevant to systematic processes in the discovery of information and facts. It investigates the teaching and learning theory model approach in upskilling English pedagogy professional work in a particular management and concept. It analyzes the theory and concept in adapting the model for quality teaching in all aspects and modalities of the learning process. It analyzes the data and inferences in advanced distinctive contribution and observation and method approach. It generalizes the degree and overview of descriptive quantitative approach in varied perspectives. It requires quantifiable and interpretation of data (Ghanad, 2023).

Sampling Techniques

Purposive and convenience sampling is utilized in the selection of the population size of the study. It is subjective, judgmental, and selective in the process of the subjects of the study based on the criteria set to be observed by the researcher. It is the most appropriate and useful in the selection of the sample size in various disciplines. It is convenient for the conduct and framework of the study in evaluating the application of sampling techniques. It is a structured analysis of the study in adapting the model theory of teaching that embraces quantitative inquiry, coherent principle, inductive, and flexibility process. It guides and provides novice appraisal in the selection of the sample size and population in the entire research process (Ahmad, & Wilkins, 2024, pp. 1-19).

Participants of the Study

The subjects of the study are the professional English professors and educators who are exposed to teaching English as a Second Language in both private and government entities based on the criteria set in the process of investigation. They are the best source of information for the reliability and validity of the study. Twenty-Seven (27) respondents are utilized in the selection of the subjects to be investigated. This could present proper analysis and result output of the study (George, et al. 2023, pp. 765-773).

Result and Discussion

1. **What is the contribution of adapting teacher model theory in upskilling teaching English pedagogy in the aspects of teacher as structured of being talented, teacher as structured of being enthusiastic, teacher as structured of being adaptable, teacher as structured of being creative, teacher as structured of being honest, teacher as structured of being effective, and teacher as structured of being resourceful?**

Table 1

Contribution of Adapting Teacher Model Theory in Upskilling Teaching English Pedagogy in the Aspects of Teacher as Structured of Being Talented

Indicators	WM	I	R
1. It provides critical thinking skills for students based on interests, expectations, goals, and standards in the learning discipline.	3.36	MA	6.5
2. It consists of different classroom settings in cultural background to balance the learning teaching style and intellectual ability of the students as centers of learning.	4.23	SA	1.5
3. It presents clear communication and concepts on the learners' expectation and engagement in the lesson provided.	3.36	MA	6.5
4. It organizes the lesson to be effective in teaching and learning management as goals of upskilling teaching English pedagogy.	4.00	A	4
5. It enhances imaginative skills for teaching in different ways to assist for a better classroom stimulation learning.	4.23	SA	1.5
6. It develops strong leadership skills in motivating general responsibility of teaching and learning among students considering different behavior and attitude of the learners.	4.12	A	3
7. It copes with management skills in teaching and learning process for classroom practices and interaction deliveries for students.	3.83	A	5
Average Weighted Mean	3.875	A	
Standard Deviation	0.387		

It shows in the table that rank 1 is shared by the two indicators which are "It composes of different classroom setting in cultural background to balance the learning teaching style and intellectual ability of the students as centers of learning" and "It enhances imaginative skills for teaching in different ways to assist for a better classroom stimulation learning", with a weighted mean of 4.23 or Strongly Agree which means that upskilling English pedagogy in the aspect of teacher being structured as talented is highly observed. Rank 2 is "It develops strong leadership skills in motivating general responsibility of teaching and learning among students considering different behavior and attitude of the learners", with a weighted mean of 4.12 or Agree which means that upskilling English pedagogy in the aspect of teachers being structured as talented is observed. Rank 3 is "It organizes the lesson to be effective in teaching and learning management as goals of upskilling teaching English pedagogy", with a weighted mean of 4.00 or Agree which means that upskilling English pedagogy in the aspect of teacher being structured as talented is observed. The least in rank is also shared by the two indicators which are "It provides critical thinking skills for students based on interests, expectations, goals, and standard in the learning discipline" and "It presents clear communication and concept on the learners' expectation and engagement in the lesson provided", with a weighted mean of 3.36 or Moderately Agree which means that upskilling English pedagogy in the aspect of teacher being structured as talented is talented. The overall average weighted mean is 3.875 (SD=0.387) or Agree which means that the contribution of adaptable model teaching theory in upskilling English pedagogy is observed in the aspect of teachers being structured as talented among the respondents.

Findings show that a teacher who is talented possesses a quality of a good lecturer in integrating the learning process. This is one quality of a good teacher in the educational system. It establishes strategies and techniques in executing his tasks as a teacher (Koh, & Abdul Razak, 2024).

Table 2

Contribution of Adapting Teacher Model Theory in Upskilling Teaching English Pedagogy in the Aspect of Teacher as Structured of Being Enthusiastic

Indicators	WM	I	R
1. It explores teachers' class excitement, enjoyment, anticipation, participation, engagement, and stimulation for the lesson to be fun and exciting.	4.24	SA	1.5
2. It motivates students to be curious in the learning process as part of academic requirements and performance in teaching.	3.33	MA	6.5
3. It improves positive behavior and attitude in the classroom setting in teaching and learning for better evaluation and assessment output.	4.00	A	3.5
4. It provides effective antidote and engagement in the academic performance of students' motivation in the learning study habits.	3.70	A	5
5. It engages and determines the influences of classroom activities behavior of students in the delivery of the lesson and myriad factors context.	3.33	MA	6.5
6. It observes proper motivation and learning tasks engagement, mastery, challenges, curiosity, and enjoyment in teaching.	4.00	A	3.5
7. It examines teacher enthusiasm for engagement of students' performance, motivation, and effect of learning process.	4.24	SA	1.5
Average Weighted Mean	3.834	A	
Standard Deviation	0.389		

It shows in the table that rank 1 is shared by the two indicators which are "It explores teachers' class excitement, enjoyment, anticipation, participation, engagement, and stimulation for the lesson to be fun and exciting" and "It examines teacher enthusiasm for engagement of students' performance, motivation, and effect of learning process", with a weighted mean of 4.24 or Agree which means that upskilling English pedagogy in the aspect of structured teacher being enthusiastic is highly observed. Rank 2 is also shared by the two indicators which are "It improves positive behavior and attitude in the classroom setting in teaching and learning for better evaluation and assessment output" and "It observes proper motivation and learning tasks engagement, mastery, challenges, curiosity, and enjoyment in teaching", with a weighted mean of 4.00 or Agree which means that contribution of upskilling English pedagogy in the aspect of structured teacher being enthusiastic is observed. Rank 3 is "It provides effective antidote and engagement in the academic performance of students' motivation in the learning study habits", with a weighted mean of 3.70 or Agree which means that upskilling English pedagogy in the aspect of structured teacher being enthusiastic is observed. The least in rank is also shared by the two indicators which are "It motivates students to be curious in the learning process as part of academic requirements and performance in teaching" and "It engages and determines the influences of classroom activities behavior of students in the delivery of the lesson and myriad factors context", with a weighted mean of 3.33 or Moderately Agree which means that upskilling English pedagogy in the aspect of structured teacher being enthusiastic is limited. The overall average weighted mean is 3.834 (SD=0.389) or Agree which means that the contribution of adaptable model theory in upskilling English pedagogy is observed in the aspect of structured teachers being enthusiastic among the respondents.

Findings show that teachers' enthusiasm engages in students' performance inside the classroom. It benefits the focus on the school activities and tasks to improve teaching and learning (Falcon, et al. 2023).

Table 3

Contribution of Adapting Teacher Model Theory in Upskilling Teaching English Pedagogy in the Aspect of Teacher as Structured of Being Adaptable

Indicators	WM	I	R
1. It highlights the significant demand of teaching adaptability and commitments to focus on the function of learning student learning.	3.87	A	3
2. It prepares adaptability situations and learning flexibility promotion and discipline in upskilling teaching English pedagogy.	3.50	A	5
3. It promotes the learning process on the key adaptability and resilience to students study habits and motivation.	3.39	MA	6.5
4. It deals with change in an optimistic manner to handle the ability of adversity in adaptability learning to explore academic performance of students.	3.39	MA	6.5
5. It promotes adaptability in teaching and learning self-regulation for student behavior and management, emotions, thoughts, and challenging outcomes.	3.69	A	4
6. It develops constant skills in the learning process and willingness to succeed in the classroom setting of teaching.	4.20	SA	1.5
7. It prepares the learners' skills and adaptability to foster the challenges for change in an optimistic manner.	4.20	SA	1.5
Average Weighted Mean	3.748	A	
Standard Deviation	0.351		

It shows in the table that rank 1 is shared by the two indicators which are "It develops constant skills in the learning process and willingness to succeed in the classroom setting of teaching" and "It prepares the learners' skills and adaptability to foster the challenges for change in an optimistic manner", with a weighted mean of 4.20 or Strongly Agree which means that upskilling of English pedagogy of teaching in the aspect of teacher structured being adaptable is highly observed. Rank 2 is "It highlights the significant demand of teaching adaptability and commitments to focus on the function of student learning" with a weighted mean of 3.87 or Agree which means that upskilling of English pedagogy of teaching in the aspect of teacher structure being adaptable is observed. Rank 3 is "It promotes adaptability in teaching and learning self-regulation for student behavior and management, emotions, thoughts, and challenging outcome", with a weighted mean of 3.69 or Agree which means that upskilling of English pedagogy of teaching in the aspect of teacher structured being adaptable is observed. The least in rank is shared by the two indicators which are "It promotes learning process on the key adaptability and resilience to students study habits and motivation" and "It deals with change in optimistic manner to handle the ability of adversity in adaptability learning to explore academic performance of students", with a weighted mean of 3.39 or Moderately Agree which means that upskilling of English pedagogy of teaching in the aspect of teacher structured being adaptable is limited. The overall average weighted mean is 3.748 (SD=0.351) or Agree which means that the contribution of adaptable model theory in upskilling English pedagogy of teaching is observed in the aspect of teacher structure being adaptable among the respondents.

Findings show that optimistic teacher adaptability examines the correct strategies in teaching to improve the academic performance of students (Eryılmaz, & Uzun, 2023, pp. 1-11).

Table 4

Contribution of Adapting Teacher Model Theory in Upskilling Teaching English Pedagogy in the Aspect of Teacher as Structured of Being Creative

Indicators	WM	I	R
1. It expresses and empowers teaching and learning creative skills necessary to express ideas, knowledge and opinion that comes within the minds and initiatives.	3.34	MA	6.5
2. It enhances skills towards work and learning in the classroom setting of teaching in the academic performance of students.	4.21	SA	1.5
3. It establishes to empower teaching and learning skills creatively to express ideas, knowledge, information, and opinion in active learning for students.	3.92	A	3
4. It challenges the arguments and assumptions on the limitation knowledge of teaching for students creative minds and learning.	3.77	A	4.5
5. It broadens to define creativity on issues and obstacles in understanding the benefits of potential learning skills.	3.34	MA	6.5
6. It processes the journey of students as centers of learning and growth to develop potential capability in teaching.	3.77	A	4.5
7. It maintains and explores the teaching learning process to allow valuable skills and critical thinking analysis and assessment.	4.21	SA	1.5
Average Weighted Mean	3.794	A	
Standard Deviation	0.359		

It shows in the table that rank 1 is shared by the two indicators which are “It enhances skills towards works and learning in the classroom setting of teaching in the academic performance of students” and “It maintains and explores teaching learning process to allow valuable skills and critical thinking analysis and assessment”, with a weighted mean of 4.21 or Strongly Agree which means that upskilling of English pedagogy in the aspect of teacher being structured as creative is highly observed. Rank 2 is “It establishes to empower teaching and learning skills creatively to express ideas, knowledge, information, and opinion in active learning for students”, with a weighted mean of 3.92 or Agree which means that upskilling of English pedagogy in the aspect of teacher being structured as creative is observed. Rank 3 is shared by the two indicators which are “It challenges the arguments and assumption on the limitation knowledge of teaching for students creative minds and learning” and “It processes the journey of students as centers of learning and growth to develop potential capability in teaching”, with a weighted mean of 3.77 or Agree which means that upskilling of English pedagogy in the aspect of teacher being structured as creative is observed. The least in rank is shared by the two indicators which are “It expresses and empowers teaching and learning creative skills necessary to express ideas, knowledge and opinion that comes within the minds and initiatives” and “It broadens to define creativity on issues and obstacles in understanding the benefits of potential learning skills”, with a weighted mean of 3.34 or Moderately Agree which means that upskilling of English pedagogy in the aspect of teacher being structured as creative is limited. The overall average weighted mean is 3.794 (SD=0.359) or Agree which means that the contribution of adaptable model theory in upskilling of English pedagogy is observed in the aspect of teachers being structured as creative among the respondents.

Findings show that self-regulation, self-benefits and being creative is associated with a positive teaching strategy to promote academic improvement of students in upskilling English pedagogy and adaptive teaching model theory (Zielińska, et al. 2024).

Table 5

Contribution of Adapting Teacher Model Theory in Upskilling Teaching English Pedagogy in the Aspect of Teacher as Structured of Being Honest

Indicators	WM	I	R
1. It reveals the quality of a teacher as factual, true, and fair to students traits, responsibility, loyalty, courage, and good judgment.	3.37	MA	6.5
2. It utilizes and praises students with honest rewards for the learners who have excelled positive behavior, self-confidence, and reinforcement inside the classroom.	3.85	A	4
3. It corrects mistakes of students to boost morale in the learning process for better improvement and feedback in teaching.	4.20	SA	1.5
4. It upholds the reality of being fair as part of integrity in the teaching process giving emphasis on correct principles and ethics in the educational system.	3.71	A	5
5. It models reality to provide truthfulness in teaching, molding, and shaping the future of students.	4.20	SA	1.5
6. It follows the promises as a motivation process in teaching and learning commitment for students inside and outside the classroom setting.	4.00	A	3
7. It provides the best manner of teaching pedagogy in upskilling English and model theory learning process.	3.37	MA	6.5
Average Weighted Mean	3.814	A	
Standard Deviation	0.350		

It shows in the table that rank 1 is shared by the indicators which are “It corrects mistakes of students to boost morale in the learning process for better improvement and feedback in teaching” and “It models reality to provide truthfulness in teaching, molding, and shaping future of students”, with a weighted mean of 4.20 or Strongly Agree which means that upskilling English pedagogy in the aspect of teacher being structured as honest is highly observed. Rank 2 is “It follows the promises as a motivation process in teaching and learning commitment for students inside and outside the classroom setting”, with a weighted mean of 4.00 or Agree which means that upskilling English pedagogy in the aspect of teacher being structured as honest is observed. Rank 3 is “It utilizes and praises students with honest rewards for the learners who have excelled positive behavior, self-confidence, and reinforcement inside the classroom”, with a weighted mean of 3.85 or Agree which means that upskilling English pedagogy in the aspect of teacher being structured as honest is observed. The least in rank is shared by the two indicators which are “It reveals the quality of a teachers as factual, true, and fair to students traits, responsibility, loyalty, courage, and good judgment” and “It provides the best manner of teaching pedagogy in upskilling English and model theory learning process”, with a weighted mean of 3.37 or Moderately Agree which means that upskilling English pedagogy in the aspect of teacher being structured as honest is limited. The overall average weighted mean is 3.814 (SD=0.350) or Agree which means that the contribution of adaptable model theory in upskilling English pedagogy is observed in the aspect of teachers being structured as honest among the respondents.

Findings show that possessing fairness, trust, and honesty identifies the academic value and responsibility of teachers in upskilling the English pedagogy of teaching in adapting the model theory process of learning (Behera, 2022, pp. 409-423).

Table 6

Contribution of Adapting Teacher Model Theory in Upskilling Teaching English Pedagogy in the **Aspect of Teacher as Structured of Being Effective**

Indicators	WM	I	R
1. It sets parameters for clear and fair expectation in teaching and learning positive behavior among students on a regular basis.	3.71		4
2. It adjusts the teaching techniques, strategies, and methods based on the needs of the learners in various ways.	4.16		1
3. It structures consistency in building communication among the learners academic instructions, behavior, relationships, and management.	3.94		3
4. It involves effective and efficient teaching competency needed skills for the academic learning process and expertise.	3.35		6.5
5. It helps to interact in teaching effectiveness to the new knowledge and understanding that can benefit students as centers of learning.	4.00		2
6. It engages in a positive learning process to provide effective teaching in motivating study habits of students' desired learning requirements.	3.35		6.5
7. It organizes to attend the needs of students to be effective teachers in learning process preparation outcome and performance.	3.67		5
Average Weighted Mean	3.740		
Standard Deviation	0.314		

It shows in the table that rank 1 is "It adjusts the teaching techniques, strategies, and methods based on the needs of the learners in various ways", with a weighted mean of 4.16 or Agree which means that upskilling English pedagogy in the aspect of teacher structured as being effective is observed. Rank 2 is "It helps to interact in teaching effectiveness to the new knowledge and understanding that can benefit students as centers of learning", with a weighted mean of 4.00 or Agree which means that upskilling English pedagogy in the aspect of teacher structured as being effective is observed. Rank 3 is "It structures consistency in building communication among the learners academic instructions, behavior, relationships, and management", with a weighted mean of 3.94 or Agree which means that upskilling English pedagogy in the aspect of teacher structured as being effective is observed. The least in rank is shared by the two indicators which are "It involves effective and efficient teaching competency needed skills for the academic learning process and expertise" and "It engages positive learning process to provide effective teaching in motivating study habits of students' desired learning requirements", with a weighted mean of 3.35 or Moderately Agree which means that upskilling English pedagogy in the aspect of teacher structured as being effective is limited. The overall average weighted mean is 3.740 (SD=0.314) or Agree which means that the contribution of adaptable model theory in upskilling English pedagogy is observed in the aspect of teachers structured as being effective among the respondents.

Findings show that an effective teacher inside the classroom knows how to motivate students in their study habits and development to facilitate the learning process (Ehlert, & Souvignier, 2023).

Table 7

Contribution of Adapting Teacher Model Theory in Upskilling Teaching English Pedagogy in the Aspect of Teacher as Structured of Being Resourceful

Indicators	WM	I	R
1. It provides strategies for teachers' goal direction and resourcefulness in teaching and learning practices in upskilling English pedagogy based on the model theory adaptation.	4.00	A	4
2. It identifies the process of teachers being resourceful in the learning process of students in molding and shaping academic performance to the fullest.	4.22	SA	1.5
3. It improves the skills and resourcefulness of teachers' role and executive function in directing the learner's action in teaching process.	3.64	A	6
4. It broadens the implication of teaching resources and concepts to enhance students' learning process and practices.	4.22	SA	1.5
5. It encourages teacher resourcefulness in monitoring the progress of learning, planning, techniques, strategies, methods, priority, and set goals.	3.81	A	5
6. It assists the dedicated resourcefulness of teaching achievement of students' academic performance challenges in the process of learning.	3.32	MA	7
7. It fosters application principles in teaching as to resourcefulness and development of learning in the classroom setting.	4.10	A	3
Average Weighted Mean	3.901	A	
Standard Deviation	0.333		

It shows in the table that rank 1 is shared by the two indicators which are "It identifies the process of teacher being resourcefulness in learning process of students in molding and shaping academic performance to the fullest" and "It broadens the implication of teaching resources and concept to enhance students' learning process and practices", with a weighted mean of 4.22 or Strongly Agree which means that upskilling English pedagogy in the aspect of teacher structured being resourceful is highly observed. Rank 2 is "It fosters application principles in teaching as to resourcefulness and development of learning in the classroom setting", with a weighted mean of 4.10 or Agree which means that upskilling English pedagogy in the aspect of teacher structure being resourceful is observed. Rank 3 is "It provides strategies for teachers' goal direction and resourcefulness in teaching and learning practices in upskilling English pedagogy based in the model theory adaptation", with a weighted mean of 4.00 or Agree which means that upskilling English pedagogy in the aspect of teacher structured being resourceful is observed. The least in rank is "It assists the dedicated resourcefulness of teaching achievement of students' academic performance challenges in the process of learning", with a weighted mean of 3.32 or Moderately Agree which means that upskilling English pedagogy in the aspect of teacher structure being resourceful is limited. The overall average weighted mean is 3.901 (SD=0.333) or Agree which means that the contribution of adaptable model theory in upskilling English pedagogy is observed in the aspect of teacher structure being resourceful among the respondents. Findings show that teachers being resourceful have the necessary knowledge to integrate lessons among students in mobilizing teaching development process (Jamal, 2022).

2. Is there a significant agreement on the contribution of adapting teacher model theory in upskilling teaching English pedagogy as observed among the respondents?

Table 8

Test of Significant Agreement on the Contribution of Adapting Teacher Model Theory in Upskilling Teaching English Pedagogy Among the Respondents

Test of Variables	t computed value	Interpretation	Decision
1. teacher as structured of being talented,	34.386	significant	accepted
2. teacher as structured of being enthusiastic,	35.867	significant	accepted
3. teacher as structured of being adaptable,	37.217	significant	accepted
4. teacher as structured of being creative,	32.848	significant	accepted
5. teacher as structured of being honest,	35.900	significant	accepted
6. teacher as structured of being effective, and	38.615	significant	accepted
7. teacher as structured of being resourcefulness	35.061	significant	accepted
Two tailed test, df of 27 at 0.05 level of significant and critical r value of 2.052			

It shows in the table that when the variables are tested from one another, it reveals that all computed r values are higher than the critical r value of 2.052 at 0.05 level of significance with df of 27 which resulted in non-rejection of the hypothesis. Therefore, it is safe to say that there is no significant agreement on the contribution of adapting teacher model theory in upskilling teaching English pedagogy as observed among the respondents.

Conclusions

The contribution of adapting teacher model theory in upskilling teaching English pedagogy in the aspects of teacher as structured of being talented shows to compose different classroom setting in cultural background to balance the learning teaching style and intellectual ability of the students as centers of learning and enhances imaginative skills for teaching in different ways to assist for a better classroom stimulation learning. This includes the development of strong leadership skills in motivating general responsibility of teaching and learning among students considering different behaviors and attitude of the learners and organizes the lesson to be effective in teaching and learning management as goals of upskilling teaching English pedagogy.

The contribution of adapting teacher model theory in upskilling teaching English pedagogy in the aspects of teacher as structured of being enthusiastic shows to explore class excitement, enjoyment, anticipation, participation, engagement, and stimulation for the lesson to be fun and exciting and examines teacher enthusiasm for engagement of students' performance, motivation, and effect of learning process where it improves positive behavior and attitude in the classroom setting in teaching and learning for better evaluation and assessment output. This includes observation of proper motivation and learning tasks engagement, mastery, challenges, curiosity, and enjoyment in teaching and providing effective antidote and engagement in the academic performance of students' motivation in the learning study habits.

The contribution of adapting teacher model theory in upskilling teaching English pedagogy in the aspects of teacher as structured of being adaptable show to develop constant skills in the learning process and willingness to succeed in the classroom setting of teaching and prepares the learners' skills and adaptability to foster the challenges for change in an optimistic manner. This includes highlights on the significant demand of teaching adaptability and commitments to focus on function of learning student learning where it promotes adaptability in teaching and learning self-regulation for student behavior and management, emotions, thoughts, and challenging outcome and promotion of learning process on the key adaptability and resilience to students study habits and motivation.

The contribution of adapting teacher model theory in upskilling teaching English pedagogy in the aspects of teacher as structured of being creative shows to enhance skills towards works and learning in the classroom setting of teaching in the academic performance of students and maintains the exploration of teaching learning process to allow valuable skills and critical thinking analysis and assessment. This includes establishing and empowering teaching and learning skills creatively to express ideas, knowledge, information, and opinion in an active learning for students where it challenges arguments and assumptions on the limitation of knowledge of teaching for students' creative minds and learning. The contribution of adapting teacher model theory in upskilling teaching English pedagogy in the aspects of teacher as structured of being honest shows to correct mistakes of students to boost morale in the learning process for better improvement and feedback in teaching and models' reality to provide truthfulness in teaching, molding, and shaping future of students. This includes to follow the promises as a motivation process in teaching and learning commitment for students inside and outside the classroom setting where it utilizes and praises students with honest rewards for the learners who have excelled positive behavior, self-confidence, and reinforcement inside the classroom.

The contribution of adapting teacher model theory in upskilling teaching English pedagogy in the aspects of teacher as structured of being effective shows to adjust teaching techniques, strategies, and methods based on the needs of the learners in various ways and helps to interact in teaching effectiveness to the new knowledge and understanding that can benefit students as centers of learning. This includes the structure consistency in building communication among the learners academic instructions, behavior, relationships, and management where it involves effective and efficient teaching competency needed skills for the academic learning process and expertise.

The contribution of adapting teacher model theory in upskilling teaching English pedagogy in the aspects of teacher as structured of being resourceful shows to identify the process in the learning process in molding and shaping academic performance to the fullest and broadens the implication of teaching resources and concept to enhance students' learning processes and practices. This includes to foster the application and principles in teaching as to resourcefulness and development of learning in the classroom setting where it provides strategies for teachers' goal direction and resourcefulness in teaching and learning practices in upskilling English pedagogy based in the model theory adaptation.

References:

1. Ahmad, M., & Wilkins, S. (2024). Purposive sampling in qualitative research: a framework for the entire journey. *Quality & Quantity*, 1-19.
2. Behera, B. (2022). Academic Honesty and University Teaching: A Triangulation Study on University Teachers. *Behera, B.(2022). Academic Honesty and University Teaching: A Triangulation Study on University Teachers. International Journal of Indian Psychology, 10(3), 409-423.*
3. Ehlert, M., & Souvignier, E. (2023). Effective professional development in implementation processes—the teachers' view. *Teaching and Teacher Education, 134*, 104329.

4. Eryilmaz, A., & Uzun, A. E. (2023). Examining Positive Teacher Characteristics in Terms of Career Adaptability and Happiness Increasing Strategies. *Kastamonu Education Journal*, 31(1), 1-11.
5. Falcon, S., Admiraal, W., & Leon, J. (2023). Teachers' engaging messages and the relationship with students' performance and teachers' enthusiasm. *Learning and Instruction*, 86, 101750.
6. George, M. S., Gaitonde, R., Davey, R., Mohanty, I., & Upton, P. (2023). Engaging participants with research findings: A rights-informed approach. *Health Expectations*, 26(2), 765-773.
7. Ghanad, A. (2023). An overview of quantitative research methods. *International journal of multidisciplinary research and analysis*, 6(8).
8. Jamal, S., Ishaq, M., & Haider, M. Z. (2022). Impact Of Teachers' Resourcefulness And Mobilizing Resources On Organizational Development. *Webology*, 19(3).
9. Koh, A. S., & Abdul Razak, A. Z. (2024). Teachers' talent management and personal quality ensure a better tomorrow in education. *International Journal of Educational Management*.
10. Mallillin, L. L. D. (2023). Educational system theory, concept, and framework. *Asian J. Soc. Sci. Leg. Stud*, 5(1), 1-17.
11. Mallillin, L. L. D. Global Approach in Teaching and Learning Theory. *The International Journal of Social Sciences and Humanities Invention*, 10(02), 7686-7700.
12. Mallillin, L. L. D. (2024). Instructional teaching theory: Basis for effective teaching device in learning. *Eureka: Journal of Educational Research*, 2(2), 120-132.
13. Mallillin, L. L. D. (2021). Teacher theory and adaptable model: an application to teaching profession. *European Journal of Education Studies*, 8(12).
14. Mallillin, L. L. D. (2022). Teaching and learning intervention in the educational setting: adapting the teacher theory model. *International Journal of Educational Innovation and Research*, 1(2), 99-121.
15. Mallillin, L. L. D., & Caday, M. A. T. Educational Leadership Practice Theory in the School System.
16. Mallillin, L. L. D., & Laurel, R. D. (2022). Professional development system theory for quality education. *European Journal of Education Studies*, 9(8).
17. Pujiani, T. Adapting EFL Pedagogy for Education 5.0. *INNOVATIVE EFL TEACHING IN THE ERA OF EDUCATION 5.0*, 1.
18. Zielińska, A., Lebuda, I., Gop, A., & Karwowski, M. (2024). Teachers as creative agents: How self-beliefs and self-regulation drive teachers' creative activity. *Contemporary Educational Psychology*, 77, 102267.