Teaching and learning intervention in the educational setting: adapting the teacher theory model

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ABSTRACT

The study aims to examine the teaching and learning intervention in the educational setting as implemented in terms of student interest, learning reflection, direct instruction, learning activities, and student performance. It also aims to identify the contribution of the teacher theory model in adapting the teaching and learning intervention in the educational setting in the area of talented, enthusiastic, adaptability, creativity, honest, effective, and resourceful. The research employs the descriptive quantitative methods and designs to utilize and generalize the result of the opinion, attitude, behaviors of the variable defined in the study. Purposive sampling is also explored in the study since it refers to the expert sampling or judgmental. It is a sample of non-probability. The study comprised One Hundred (100) respondents only. Results show that it encourages, open communication and sincerity of teachers for students to be comfortable in sharing their knowledge and opinion inside the classroom in terms of student interest, provides learning reflection for students to gauge quickly in the understanding of the lesson and teaching content in terms of learning reflection, assesses the teaching concept to modify the lesson as needed in terms of direct instruction, provides a better brainstorming approach to learning activities for students to share their insights and ideas about the lesson in terms of learning activities, aligns the learning instruction and standard in the task to the measurable learning target of the subject in terms of student performance.

INTRODUCTION

Teaching and learning intervention is necessary in the educational setting so that the learning process runs smoothly. This is in accordance with the standard procedure of teaching. Education is a continuous process that provides learning through innovation of teachers in the delivery of teaching styles and techniques for the learning process. It provides teachers in the process of structure and understanding the learning domains of students. This also includes the learning teaching strategies and approaches to the various domains to provide comprehension and analysis in the achievement of the level of attitude and level of academic performance of students. The domains of learning and structure of the learning and teaching intervention constructs the meaning of the function and the lesson of the activities of learning. This motivates students to respond, learn, and feel satisfied in their academic performance. The students feel that the learning process is necessary for their worth, values, commitment, preference, belief, and acceptance. The learning and intervention in teaching analysis, comprehension, and strategies provides creativity, competition, and innovation in the concept of the teaching approach and techniques to include the outline lesson in compliance with academic performance, Mallillin, et al., (2021). On the other hand, how ready are the teachers in the intervention of the learning and teaching in the educational setting. The performance is measured on the competency level of the module tutors, teachers, or faculties. This is true since its their

noblest profession. This involves the challenges and innovation in technical teaching. The competency level of teachers, faculties, module tutors examines the self-management, action of strategies, teamwork, planning, and communication, Mallillin, & Mallillin, (2019).

On the other hand, adapting the teacher model theory defines the teaching features and work in the application of their teaching profession. It involves the basis of uncertainty, novelty, and change. The change is important in the adaptability of the response to effectiveness of the function and work of teachers. It describes the different assessment of the adaptability and approaches to the implication and practice of the teachers' development and knowledge through their experiences and relevance. It provides change and impact in the technical adaptability in the process of teaching. It stresses adaptability to the teacher theory and model in the teaching profession and application as to T which refers to talent, E refers to enthusiastic, A refers to adaptability, C refers to creative, H refers to honest, E refers to effective, R refers to resourceful. It is the acronym of TEACHER where it contributes to the model and theory of teaching. It considers the learning perspective and process of the approach to teaching. This contributes to a better performance of students most especially to the learning process. It provides rich knowledge in teaching profession in shaping and molding the students in their future. The theory highlights the adaptability of teachers in their expert features and characteristics in their sensitivity and context. It also involves respect to students, perception in the activities inside the classroom, decision making, strategies and techniques in teaching, problem solving, adaptation, diverse learners, extensive pedagogy, and content knowledge, Mallillin, (2021). Moreover, the learning process is a continuous process in education in every vision of the individual learners. It improves the process of learning in the framework and analysis of the educational setting. It provides the level of the learning process and progress. It provides various frameworks in the implementation of learning through mode of delivery, support, and process of the school system. It provides benefits and application in the systematic learning process in education that displays the design in the study. It establishes and develops the strategy in teaching to support and focus in the learning process. It provides initiatives on the modality of learning, support for the learning process, and potential for learning, Mallillin, Mallillin, Carag, Collado, & Largo, (2020).

Moreover, benefits of the learning and teaching intervention in the educational setting in the adaption of the teacher theory model. This is based on the knowledge and integration of the teacher theory and model that influences the teachers, faculties, or even module tutors in the technology of teaching and integration. The professional knowledge and teaching learning and intervention is focused on the enhancement of the learning process. It identifies the benefits and issues in the teaching and learning intervention as to the learning knowledge and enhancement of students. It provides learning and teaching in the enhancement of students. It is effective in the support and characteristic of the learning and teaching intervention of the educational setting of the study. It assesses the behavior and attitude of the students in the impact of their knowledge and integration in the intervention of the teaching and learning enhancement. The intervention of the teaching and learning in the knowledge of students struggles in their adjustment to the traditional classroom setting especially on the learning process and adaptation to the model theory of teaching, Mallillin, Carag, Mallillin, & Laurel, (2020). Furthermore, the intervention of teaching and learning has to do with the various domains of learning in the student academic performance. This has been designed especially on the model of teacher theory and adaptation in the various activities to explore the knowledge of students in the participation of the in-depth activities and learning. It provides and helps in the work of the teachers based on the performance and needs of the learners. The various domains of learning examines the academic performance of the learning and teaching intervention of students in terms of psychomotor, affective, and cognitive learning. It explores the domains and extent of learning in the students' academic performance as to learning skills, academic achievement, and attitude towards students learning. It explores the domains of learning in the intervention of learning and teaching to provide and carry the ability on the

implementation and execution of the lesson in the learning and cognition. This provides active attention for the students to learn to motivate and develop their study habits, values, commitment, acceptance, and their preference to affective learning and intervention in the learning process in the educational setting, Mallillin, (2020).

Furthermore, the issues and gaps in teaching and learning intervention in the educational setting have been identified in the teacher theory model and adaptation. This has provided the impact of the accumulation and positive achievement and learning of students. It proliferates the approach of teaching and intervention of learning especially in the setting of the education where it provides innovation on the process of learning of students in the academic performance. It assesses the involvement of the teaching and learning intervention in the technical pedagogy of learning. It provides an educational setting in the challenges that identifies the tools for innovation in learning. This will improve the learning and teaching intervention in the outcome of the educational setting among the various educational institutions. It provides maps in the pedagogy of learning and involvement of the design in teaching and learning, Gómez, & Suárez, (2021). Subsequently, the gaps and intervention in the educational setting of learning and teaching improves the remarkable methods in the equity of education in the methods and powerful potentials for both teachers and students. It attempts to lead the achievement and understanding of the gaps in the intervention on learning and teaching, Binning, & Browman, (2020).

METHODS

The research employs the descriptive quantitative method to quantify the utilization of the research in the data gathering and generation. It transforms statistical utilization. The descriptive quantitative research design utilizes to generalize the result of the opinion, attitude, behaviors of the variable defined in the study as to teaching and learning intervention in the educational setting as implemented in terms of student interest, learning reflection, direct instruction, learning activities, and student performance. This also includes the contribution of the teacher theory model in adapting the teaching and learning intervention in the educational setting in the area of talented, enthusiastic, adaptability, creativity, honest, effective, and resourceful.

On the other hand, Haas, & Hadjar, (2020) defined quantitative research in a trajectories of education in the high quality and increased longitudinal data in the interest of the educational setting and statistics in the student precedence in the quantitative research driven studies. It provides theory and concepts in the empirical findings and methods of the study. It is based on decision making in the study. It contributes significantly to the contribution of the teaching and learning intervention in the educational setting of the study.

Sampling Techniques

Purposive sampling is utilized in the study since it refers to the expert sampling or judgmental. It is a sample of non-probability. The purpose and objectives of purposive sampling is to produce the assumed and local representation of the number of population. It is accomplished in the expert application of the population and knowledge in the sample elements in the number of population in the study.

Moreover, Denieffe, (2020) stressed that purposive sampling is a challenge among the researchers to see and to get the theory and application of the research practice. It provides novice research by providing the real-life and examples of work being conducted. It highlights the paper and consideration of the key in the utilization of the purposive sampling. It implements the involvement of the samples and determination. It identifies the design and approach in the purposive sampling to ensure credibility of the number of population. It explains and explores the key factors in the utilization of the purposive sampling and principles. It provides and identifies the cases and sets in the predefined criteria to consider in the study. It focuses and narrows the variation and range of the understanding of the deliberate samples. It allows the

purposive sampling to generate the process of knowledge, comparison, and approach in the sampling saturation.

Respondents of the Study

The respondents of the study are the various teachers, faculties, and module tutors in the various educational institutions such as the Department of Education (DepEd), Higher Education Institutions (HEIs), and Technical Education and Skills Development Authority (TESDA). The study comprised One Hundred (100) respondents only.

Instruments Used

The instrument used in this research is a questionnaire with indicators: (1) Teaching and Learning Intervention in terms of Student Interest, (2) Teaching and Learning Intervention in terms of Learning Reflection, (3) Teaching and Learning Intervention in terms of Direct Instruction, (4) Teaching and Learning Intervention in terms of Learning Activities, (5) Teaching and Learning Intervention in terms of Student Performance, (6) Contribution of Teacher Model Theory in the Area of Being Talented, (7) Contribution of Teacher Model Theory in the Area of Being Enthusiastic, (8) Contribution of Teacher Model Theory in the Area of Being Adaptable, (9) Contribution of Teacher Model Theory in the Area of Being Creative, (10) Contribution of Teacher Model Theory in the Area of Being Honest, (11) Contribution of Teacher Model Theory in the Area of Being Effective, (12) Contribution of Teacher Model Theory in the Area of Being Resourceful.

RESULTS AND DISCUSSION

On the teaching and learning intervention in the educational setting

Table 1 presents the weighted mean and the corresponding interpretation on Teaching and Learning Intervention in terms of Student Interest.

Table 1. Teaching and Learning Intervention in terms of Student Interest

Student Interest	WM	I	R
1. Develops student interest based on the learning atmosphere and possible opportunities they experience inside the classroom.	3.33	MA	10.5
2. Provides students the best learning input and control to engage and become motivated in their interest to study.	3.42	A	9
3. Encourages sincere and open communication for students to be comfortable in sharing opinions inside the classroom.	4.23	SA	1.5
4. Engages students in the learning interest that becomes enthusiastic in the subject matter to be learned.	4.23	SA	1.5
5. Encourages the various styles and kinds of learning techniques for students to be comfortable in the learning atmosphere.	3.33	MA	10.5
6. Shares enthusiasm for the student learning to be inspired in the discovery and exciting journey of learning.	4.18	A	3
7. Develops opportunities to provide deeper learning in the domains of learning that motivates students to learn.	4.10	A	4.5
8. Helps the students to be organized and makes them feel motivated to learn.	4.00	A	6
9. Recognizes achievements and performances of students where their morale boosts their learning process.	4.10	A	4.5
10. Focuses on the strength of the students that will push them to perform and to motivate their interest to study.	3.92	A	7
Average Weighted Mean	3.88	A	
Standard Deviation	0.339		

It is noted in the table that rank 1 is shared by the two indicators which are "Encourages sincere and open communication for students to be comfortable in sharing opinions inside the classroom", and "Engages

students in the learning interest that becomes enthusiastic in the subject matter to be learned", with a weighted mean of 4.23 or Strongly Agree which means student interest is very satisfied. Rank 2 is "Shares enthusiasm for the student learning to be inspired in the discovery and exciting journey of learning", with a weighted mean of 4.18 or Agree which means student interest is satisfied. Rank 3 is shared by the two indicators which are "Develops opportunities to provide deeper learning in the domains of learning that motivates students to learn", and "Recognizes achievements and performances of students where their morale boosts their learning process", with a weighted mean of 4.10 or Agree which means student interest is satisfied. The least in rank is "Develops student interest based on the learning atmosphere and possible opportunities they experience inside the classroom", and "Encourages the various styles and kinds of learning techniques for students to be comfortable in the learning atmosphere", with a weighted mean of 3.33 or Moderately Agree which means student interest is moderately satisfied. The overall average weighted mean is 3.88 or Agree which means teaching and learning intervention in terms of student interest is satisfied.

Table 2. Teaching and Learning Intervention in terms of Learning Reflection

Learning Reflection	WM	I	R
1. Provides learning reflection for students to gauge quickly in the understanding of the lesson and teaching content.	4.27	SA	1.5
2. Creates lesson plans and learning reflection to utilize and evaluate the reflection of teaching.	4.02	A	6.5
3. Provides teacher reflection and utilization of the option in teaching for student improvement of the learning process.	4.27	SA	1.5
4. Provides an aspect of teaching and needed attention for professional development in carrying the objectives of the lesson.	4.02	A	6.5
5. Provides reflective journals and utilization for students to write observations and comments for the lesson.	3.41	A	8
6. Reflects on classroom management for the improvement of the learning process and motivation to learn.	3.31	MA	10
7. Reflects on the practice checklist to monitor the teaching process and for room of improvement.	4.20	SA	3.5
8. Creates a teacher mood board that will inspire the ideal dream of a teacher to be humorous among their students.	3.48	A	9
9. Analyses the best and the worst experiences of teaching that will challenge to be a better teacher.	4.08	A	5
10. Provides self-assessment, and teaching process in the effect of learning and teaching that can improve the quality and learning process.	4.20	SA	3.5
Average Weighted Mean	3.93	A	
Standard Deviation	0.357		

Table 2 presents the weighted mean and the corresponding interpretation on Teaching and Learning Intervention in terms of Learning Reflection.

As shown in the table, rank 1 is shared by the two indicators which are "Provides learning reflection for students to gauge quickly in the understanding of the lesson and teaching content", and "Provides teacher reflection and utilization of the option in teaching for student improvement of the learning process", with a weighted mean of 4.27 or Strongly Agree which means learning reflection is very satisfied. Rank 2 is also share by the two indicators which are "Reflects on the practice checklist to monitor the teaching process and for room of improvement", and "Provides self-assessment, and teaching process in the effect of learning and teaching that can improve the quality and learning process", with a weighted mean of 4.20 or Strongly Agree which means learning reflection is very satisfied. Rank 3 is "Reflects on classroom management for the improvement of the learning process and motivation to learn", with a weighted mean of 3.31 or Moderately Agree which means learning reflection is moderately satisfied. The least in rank is "Reflects on classroom management for the improvement of the learning process and motivation to learn", with a weighted mean of

3.31 or Moderately Agree which means learning reflection is moderately satisfied. The overall average weighted mean is 3.93 or Agree which means teaching and learning intervention in terms of learning reflection is satisfied.

Table 3. Teaching and Learning Intervention in terms of Direct Instruction

Direct Instruction	WM	I	R
1. Direct instruction is in conformance with the standard of the educational system to address the academic success of students.	4.11	A	2.5
2. Direct instruction is developed by teachers based on the educational curriculum development program.	3.29	MA	10
3. The approach of direct instruction provides necessary strengths to better serve students.	4.11	A	2.5
4. It mirrors the memory of students in their learning process in coping with the skills of learning.	3.41	A	7
5. It provides direct instructions in varied and detailed guidelines for independent learning.	3.34	MA	8.5
6. Direct instruction assesses the teaching concept to modify the lesson as needed.	4.21	SA	1
7. It accommodates learning styles to better serve students in their learning process.	3.34	MA	8.5
8. It allows monitoring the adjustment and progress of the students to identify the gap in their learning process.	4.03	A	4.5
9. It allows a better interaction for direct and better instruction that enables us to discuss the lesson to make it more interesting.	3.75	A	6
10. Direct instruction encourages and facilitates more active participation and better opportunity to explain, discuss, about the feelings, and ideas of the lesson.	4.03	A	4.5
Average Weighted Mean	3.76	A	
Standard Deviation	0.359		

Table 3 presents the weighted mean and the corresponding interpretation on Teaching and Learning Intervention in terms of Direct Instruction.

As gleaned in the table, rank 1 is "Direct instruction assesses the teaching concept to modify the lesson as needed", with a weighted mean of 4.21 or Strongly Agree which means direct instruction is very satisfied. Rank 2 is shared by the two indicators which are "Direct instruction is in conformance with the standard of the educational system to address the academic success of students", and "The approach of direct instruction provides necessary strengths to better serve students", with a weighted mean of 4.11 or Agree which means direct instruction is satisfied. Rank 3 is also shared by the two indicators which are "It allows monitoring the adjustment and progress of the students to identify the gap in their learning process", and "Direct instruction encourages and facilitates more active participation and better opportunity to explain, discuss, about the feelings, and ideas of the lesson", with a weighted mean of 4.03 or Agree which means direct instruction is satisfied. The least in rank is "Direct instruction is developed by teachers based on the educational curriculum development program", with a weighted mean of 3.29 or Moderately Agree which means direct instruction is moderately satisfied. The overall average weighted mean is 3.76 or Agree which means teaching and learning intervention in terms of direct instruction is satisfied.

Table 4 presents the weighted mean and the corresponding interpretation on Teaching and Learning Intervention in terms of Learning Activities. As observed in the table, rank 1 is shared by two indicators which are "It provides a better brainstorming approach to learning activities for students to share their insights and ideas about the lesson", and "It reflects students to build and to learn their skills on the activities being performed in their lesson", with a weighted mean of 4.22 or Strongly Agree which means learning activity is very satisfied. Rank 2 is shared by the two indicators which are "Learning activities provide evidence for students to accomplish and engage their active learning and participation", and "It provides time to react to the learning activities whether students agree or not in the lesson", with a weighted mean of 4.15 or Agree which means learning activity is satisfied. Rank 3 is "Learning activities provide students to explain their

opinion, view point, and ideas to enhance their comprehension level", with a weighted mean of 4.04 or Agree which means learning activity is satisfied.

Table 4. Teaching and Learning Intervention in terms of Learning Activities

Learning Activities	WM	I	R
1. Learning activities provide evidence for students to accomplish and engage their active learning and participation.	4.15	A	3.5
2. It provides better interaction between the students and teachers since learning is a two way process.	3.93	A	6.5
3. It provides a better brainstorming approach to learning activities for students to share their insights and ideas about the lesson.	4.22	SA	1.5
4. It builds individual learners the reflection that leads to better insights, knowledge, and information about the lesson.	3.45	A	8
5. It helps students to build teaching and accountability in their learning process to explore their knowledge and idea of the lesson.	3.92	A	6.5
6. It helps them to collaborate that concept and mapping of their individual perspective of learning.	3.29	MA	9.5
7. It provides an opportunity to expound their ideas through their initiatives and innovation in the learning activities set by their teachers.	3.29	MA	9.5
8. It reflects students to build and to learn their skills on the activities being performed in their lesson.	4.22	SA	1.5
9. Learning activities provide students to explain their opinion, view point, and ideas to enhance their comprehension level.	4.04	A	5
10. It provides time to react to the learning activities whether students agree or not in the lesson.	4.15	A	3.5
Average Weighted Mean	3.87	A	
Standard Deviation	0.359		

The least in rank is shared by the two indicators which are "It helps them to collaborate that concept and mapping of their individual perspective of learning", and "It provides an opportunity to expound their ideas through their initiatives and innovation in the learning activities set by their teachers", with a weighted mean of 3.29 or Moderately Agree which means learning activity is moderately satisfied. The overall average weighted mean is 3.87 or Agree which means teaching and learning intervention in terms of learning activities is satisfied.

Table 5 presents the weighted mean and the corresponding interpretation on Teaching and Learning Intervention in terms of Student Performance.

As acknowledge in the table, rank 1 is shared by the two indicators which are "Student performance aligns the learning instruction and standard in the task to the measurable learning target of the subject matter", and "Students' performance is guided on the established set of expectations in the classroom procedures", with a weighted mean of 4.28 or Strongly Agree which means student performance is very satisfied. Rank 2 is "It provides students to improve their learning needs where they are motivated and confident in their learning process", with a weighted mean of 4.20 or Strongly Agree which means student performance is very satisfied. Rank 3 is shared by the two indicators which are "It provides students with learning habits to improve their academic performance and adheres to the rules inside the classroom", and "Students' performances are built on classroom positive discipline in the punitive norm and interaction of students behavior", with a weighted mean of 4.10 or Agree which means student performance is satisfied. The least in ranks is "It provides students the quality of their learning performance that can identify gaps of their learning process", with a weighted mean of 3.50 or Agree which means student performance is satisfied. The overall average weighted mean is 3.97 or Agree which means teaching and learning intervention in terms of student performance is satisfied.

Table 5. Teaching and Learning Intervention in terms of Student Performance

Student Performance	WM	I	R
1. Student performance aligns the learning instruction and standard in the task to the measurable learning target of the subject matter.	4.28	SA	1.5
2. It aligns the strategies and feedback to the learning tasks that assists students in the learning mastery target.	3.70	A	8
3. It provides formative assessment to the student performance in the quality of their academic performance.	4.00	A	6
4. It provides students the quality of their learning performance that can identify gaps of their learning process.	3.50	A	10
5. It provides students to improve their learning needs where they are motivated and confident in their learning process.	4.20	SA	3
6. It creates opportunities for students to improve their learning skills in recognizing their strengths and weaknesses.	3.63	A	9
7. It provides students with learning habits to improve their academic performance and adheres to the rules inside the classroom.	4.10	A	4.5
8. It develops their learning habits in a positive manner to be applied in the learning performance.	3.88	A	7
9. Students' performances are built on classroom positive discipline in the punitive norm and interaction of students behavior.	4.10	A	4.5
10. Students' performance is guided on the established set of expectations in the classroom procedures.	4.28	SA	1.5
Average Weighted Mean	3.97	A	
Standard Deviation	0.264		

On the contribution of teacher theory model in adapting the teaching and learning intervention in the educational setting

Table 6 presents the weighted mean and the corresponding interpretation on the Contribution of Teacher Model Theory in the Area of Being Talented.

Table 6. Contribution of Teacher Model Theory in the Area of Being Talented

Being Talented	WM	I	R
1. The skills in critical thinking are for the interest of students towards the standard goals and expectations in the discipline of learning for nurturing a safe classroom environment.	4.12	A	4
2. Being patient at all levels in the variety of classroom cultural background, intellectual abilities, and learning styles to balance their own expectations and unique abilities for the learners.	4.24	SA	2
3. Present concepts with clear communication for the lesson material and clear expectation for student engagement.	3.98	A	6.5
4. Present lessons in an organized manner so that teachers will be effective in the process management of teaching.	3.27	MA	10
5. Teachers use their imaginative thinking in various ways to stimulate classroom learning.	3.98	A	6.5
6. Teachers have strong skills and leadership in the development and behavior of students, and in the general learning responsibility.	3.35	MA	9
7. Teachers have the ability for teamwork to cope with the best classroom practices and curriculum for different opinions.	4.24	SA	2
8. Teachers utilize their time management and skills in their teaching career for their activities in the learning process.	4.04	A	5
9. Incorporates technology and computer skills in their lesson plan, and other deliverables in the classroom interaction.	3.49	A	8
10. A well-developed teacher conflict resolution on patience and display in the abilities for active listeners on the compromise viewpoint in the classroom.	4.24	SA	2
Average Weighted Mean	3.90	A	
Standard Deviation	0.360		

As shown in the table, rank 1 is shared by the three indicators which are "Being patient at all levels in the variety of classroom cultural background, intellectual abilities, and learning styles to balance their own expectations and unique abilities for the learners", Teachers have the ability for teamwork to cope with the best classroom practices and curriculum for different opinions", and "A well-developed teacher conflict resolution on patience and display in the abilities for active listeners on the compromise viewpoint in the classroom", with a weighted mean of 4.24 or Strongly Agree which means being talented is very satisfied. Rank 2 is "The skills in critical thinking are for the interest of students towards the standard goals and expectations in the discipline of learning for nurturing a safe classroom environment", with a weighted mean of 4.12 or Agree which means being talented is satisfied. Rank 3 is "Teachers utilize their time management and skills in their teaching career for their activities in the learning process", with a weighted mean of 4.04 or Agree which means being talented is satisfied. The least in rank is "Present lessons in an organized manner so that teachers will be effective in the process management of teaching", with a weighted mean of 3.27 or Moderately Agree which means being talented is moderately satisfied. The overall average weighted mean is 3.90 or Agree which means contribution of teacher model theory in the area of being talented is satisfied.

Table 7. Contribution of Teacher Model Theory in the Area of Being Enthusiastic

Being Enthusiastic	WM	I	R
1. Enthusiastic teacher explores stimulation, student engagement, participation, anticipation, enjoyment, and class excitement.	3.87	A	6
2. Enthusiastic teacher motivates learners and sparks curiosity to learn.	3.51	A	8
3. Enthusiastic teacher improves classroom behavior, student performance, positive attitude, and lead better evaluation in teaching.	4.18	A	1
4. Engages student effective antidote, academic performance and motivation for the increased boredom, and alienation.	3.40	A	9
5. Determines and engages the student classroom that influences the student behavior, emotional engagement, and contextual myriad factors of teachers.	4.05	A	3.5
6. Motivates students to engage learning tasks, enjoyment, curiosity, challenges, and mastery.	4.09	A	2
7. Teacher enthusiasm examines student engagement, and the effect of learning motivation.	3.66	A	7
8. Teacher enthusiasm indicates student engagement and influences of classroom learning.	4.05	A	3.5
9. Enthusiastic teacher engages motivation even when they are boring, apathetic in the classroom.	3.37	MA	10
10. Teacher transfers energy and enthusiasm that promotes learning and enhances willingness to invest challenging tasks in a cognitive and stimulative engagement.	3.92	A	5
Average Weighted Mean	3.81	A	
Standard Deviation	0.286		

Table 7 presents the weighted mean and the corresponding interpretation on the Contribution of Teacher Model Theory in the Area of Being Enthusiastic.

As gleaned in the table, rank 1 is "Enthusiastic teacher improves classroom behavior, student performance, positive attitude, and leads better evaluation in teaching", with a weighted mean of 4.18 or Agree which means being enthusiastic is satisfied. Rank 2 is "Motivates students to engage learning tasks, enjoyment, curiosity, challenges, and mastery", with a weighted mean of 4.09 or Agree which means being enthusiastic is satisfied. Rank 3 is shared by the two indicators which are "Determines and engages the student classroom that influences the student behavior, emotional engagement, and contextual myriad factors of teachers", and "Teacher enthusiasm indicates student engagement and influences of classroom learning", with a weighted mean of 4.05 or Agree which means being enthusiastic is satisfied. The least in rank is "Enthusiastic teacher engages motivation even when they are boring, apathetic in the classroom", with a weighted mean of 3.37 or Moderately Agree which means being enthusiastic is moderately satisfied. The

overall average weighted mean is 3.81 or Agree which means contribution of teacher model theory in the area of being enthusiastic is satisfied.

Table 8. Contribution of Teacher Model Theory in the Area of Being Adaptable

Being Adaptable	WM	I	R
1. Focuses on the transformation and interdisciplinary learning that equips with technological advancement in the increased roles and functions of the learning process.	4.21	SA	1
2. Encourages learning flexibility in an adaptable situation that prepares students in the cross disciplinary learning promotion.	3.71	A	7
3. Encourages student resilience in the key adaptability in promoting the learning process.	3.31	MA	10
4. Handles adversity and ability for the resilience and adaptability for a change and deals with positive ways to explore new learning.	3.93	A	5
5. Promotes self-regulation in the management of student behaviors, thoughts, and emotions toward challenging situations.	3.39	MA	9
6. Adapts the rapid changes in the society for the unexpected and new changes for negative behaviors of students.	4.06	A	2.5
7. Dispels fear and adapts changes for the success and ability to overcome failure.	3.82	A	6
8. Assists students in the fear of failure and prevention through safe learning and creation of an environment.	3.52	A	8
9. Encourages continuous learning for students to succeed and willingness to develop and learn new constant skills.	4.06	A	2.5
10. Prepare students for adaptable skills and success to foster change and challenges in a meaningful and positive way.	4.00	A	4
Average Weighted Mean	3.80	A	
Standard Deviation	0.292		

Table 8 presents the weighted mean and the corresponding interpretation on the Contribution of Teacher Model Theory in the Area of Being Adaptable.

As emphasized in the table, rank 1 is "Focuses on the transformation and interdisciplinary learning that equips with technological advancement in the increased roles and functions of the learning process", with a weighted mean of 4.21 or Strongly Agree which means being adaptable is very satisfied. Rank 2 is shared by the two indicators which are "Adapts the rapid changes in the society for the unexpected and new changes for negative behaviors of students", and "Encourages continuous learning for students to succeed and willingness to develop and learn new constant skills", with a weighted mean of 4.06 or Agree which means being adaptable is satisfied. Rank 3 is "Prepare students for adaptable skills and success to foster change and challenges in a meaningful and positive way", with a weighted mean of 4.00 or Agree which means being adaptable is satisfied. The least in rank is "Encourages student resilience in the key adaptability in promoting learning process", with a weighted mean of 3.39 or Moderately Agree which means being adaptable is moderately satisfied. The overall average weighted mean is 3.80 or Agree which means contribution of teacher model theory in the area of being adaptable is satisfied.

Table 9 presents the weighted mean and the corresponding interpretation on the Contribution of Teacher Model Theory in the Area of Being Creative.

As noted in the table, rank 1 is "Creative skills in teaching empower the opinion and ideas that express unique ways in teaching and active learning relevant for student learners", with a weighted mean of 4.16 or Agree which means being creative is satisfied. Rank 2 is "Creativity of teachers' assessment encourages the analytical and critical thinking activities that allows learners for their valuable skills", with a weighted mean of 4.12 or Agree which means being creative is satisfied. Rank 3 is "Creative skills in teaching work toward the genesis of learning inside and outside the classroom, with a weighted mean of 4.09 or

Agree which means being creative is satisfied. The least in rank is "Creative assumption argues the challenges in the creative mind and limitations for the student learners", with a weighted mean of 3.38 or Moderately Agree which means being creative is moderately satisfied. The overall average weighted mean is 3.91 or Agree which means contribution of teacher model theory in the area of being creative is satisfied.

Table 9. Contribution of Teacher Model Theory in the Area of Being Creative

Being Creative	WM	I	R
1. Creative skills in teaching work toward the genesis of learning inside and outside the classroom.	4.09	A	3
2. Creative skills in teaching empower the opinion and ideas that express unique ways in teaching and active learning relevant for student learners.	4.16	A	1
3. Creativity skills in teaching ignore limitations and potential creative people.	4.08	A	4.5
4. Creative assumption argues the challenges in the creative mind and limitations for the student learners.	3.38	MA	10
5. Creativity defines the broaden and problems in the creative understanding of the potential for creativity and benefits learning skills.	4.01	A	6.5
6. Creativity provides time to appear in the process and growth among the learners in their learning journey.	3.53	A	9
7. Creativity explores the need for teachers to maintain their illusion for a perfect teacher during the learning process.	4.01	A	6.5
8. Creativity of teachers' assessment encourages the analytical and critical thinking activities that allows learners for their valuable skills.	4.12	A	2
9. Creativity strengthens connections for education in providing innovation in their own classroom setting.	3.72	A	8
10. Creativity focuses on ownership in the understanding of student learners in teaching for failure and success responsibility facilitator.	4.08	A	4.5
Average Weighted Mean	3.91	A	
Standard Deviation	0.260		

Table 10 presents the weighted mean and the corresponding interpretation on the Contribution of Teacher Model Theory in the Area of Being Honest.

Table 10. Contribution of Teacher Model Theory in the Area of Being Honest

Being Honest	WM	I	R
1. Reward honesty and truth with praises to students who excel, reinforce, build self-confidence, and positive behavior.	4.20	SA	3
2. Teacher speaks the truth by avoiding giving false compliments and honestly correcting mistakes done by the students.	4.28	SA	1.5
3. It upholds morals and hard truths where the teacher tells what reality is or says the hard truth.	4.13	A	4.5
4. Teacher models the truth, lives by the truth, that leads to the habits of always seeking and telling the truth.	3.31	MA	9.5
5. Teacher doesn't put students to test or questioning not to be honest and have enough time to tell the truth for the learning opportunity of students.	3.31	MA	9.5
6. Teacher gives honest consequences eventually when the teacher catches the consequences of the action of students.	4.28	SA	1.5
7. Teacher corrects honest mistakes for dishonest learners and teaches them the right opportunity and right principles in the learning process.	3.68	A	7.5
8. Teacher follows through their promises as part of their commitment to the students' learners and motivation process inside or outside the classroom.	4.13	A	4.5
9. Teacher takes care of students and other people in the best way to teach for the learning process.	3.81	A	6
10. Teacher finds honest friends through their student learners to have a quality of teaching.	3.68	A	7.5
Average Weighted Mean	3.88	A	
Standard Deviation	0.358		

As revealed in the table, rank 1 is shared by the two indicators which are "Teacher speaks the truth by avoiding giving false compliments and honestly correcting mistakes done by the students", and "Teacher gives honest consequences eventually when the teacher catches the consequences of the action of students", with a weighted mean of 4.28 or Strongly Agree which means being honest is very satisfied. Rank 2 is "Reward honesty and truth with praises to students who excel, reinforce, build self-confidence, and positive behavior", with a weighted mean of 4.20 or Strongly Agree which means being honest is very satisfied. Rank 3 is shared by the two indicators which are "It upholds morals and hard truths where teacher tells what reality is or says the hard truth", and "Teacher follows through their promises as part of their commitment to the students' learners and motivation process inside or outside the classroom", with a weighted mean of 4.13 or Agree which means being honest is satisfied. The least in rank is shared by the two indicators which are "Teacher models the truth, lives by the truth, that leads to the habits of always seeking and telling the truth", and "Teacher doesn't put students to test or questioning not to be honest and have enough time to tell the truth for the learning opportunity of students", with a weighted mean of 3.31 or Moderately Agree which means being honest is moderately satisfied. The overall average weighted mean is 3.88 or Agree which means contribution of teacher model theory in the area of being honest is satisfied.

Table 11. Contribution of Teacher Model Theory in the Area of Being Effective

Being Effective	WM	I	R
1. Effective teaching involves skills needed for teachers in the academic and expert teaching field for the learning process.	3.74	A	5
2. Effective teaching interacts and helps to understand the new knowledge for the benefits of the learners.	3.52	A	8
3. Teacher provides a positive and keeps learning process and engagement with a positive attitude in effective teaching to motivate the learning desires and requirements of teaching.	3.95	A	2
4. Effective teacher is prepared to attend the required lectures and assignments for a reasonable learning process.	3.41	A	7
5. Effective teacher is organized to explain to students the ideas of the learning process.	3.36	MA	10
6. Effective teacher explains the complex ideas in a clear and simple way for the fundamental concepts of the learning process.	3.31	MA	9
7. Effective teacher is active to explore student thinking in efficient learning and delivers the information that lasts for the students' skills and knowledge.	4.00	A	1
8. Effective teacher is patient in the teaching process, information, and opportunity for learning.	3.83	A	3.5
9. Effective teacher is fair to students where chances are set clearly in the expectation and instruction in a consistent manner in teaching.	3.61	A	6
10. Effective teacher utilizes the advanced technology of teaching to equip the learners of their stages of learning.	3.83	A	3.5
Average Weighted Mean	3.66	A	
Standard Deviation	0.237		

Table 11 presents the weighted mean and the corresponding interpretation on the Contribution of Teacher Model Theory in the Area of Being Effective.

As observed in the table, rank 1 is "Effective teacher is active to explore student thinking in efficient learning and delivers the information that lasts for the students' skills and knowledge", with a weighted mean of 4.00 or Agree which means being effective is satisfied. Rank 2 is "Teacher provides a positive and keeps learning process and engagement with a positive attitude in effective teaching to motivate the learning desires and requirements of teaching", with a weighted mean of 3.95 or Agree which means being effective is satisfied. Rank 3 is shared by the two indicators which are "Effective teacher is patient in the teaching

process, information, and opportunity for learning", and "Effective teacher utilizes the advanced technology of teaching to equip the learners of their stages of learning", with a weighted mean of 3.83 or Agree which means being effective is satisfied. The least in rank is "Effective teacher is organized to explain to students the ideas of the learning process", with a weighted mean of 3.36 or Moderately Agree which means being effective is moderately satisfied. The overall average weighted mean is 3.66 or Agree which means contribution of teacher model theory in the area of being effective is satisfied.

Table 12. Contribution of Teacher Model Theory in the Area of Being Resourceful

Being Resourceful	WM	I	R
1. Resourcefulness of the teacher plays the skills and executive functions in their role to regulate student learning in directing their action for the learning process.	4.08	A	3
2. It broadens the concept of the necessary teaching resources for students' learning enhancement.	4.18	A	2
3. Teacher fosters resourcefulness to encourage students in their learning environment to monitor progress, seek resources, set goals, priority, strategy, and planning.	4.00	A	4
4. Resourcefulness of teachers assists the goals and achievements on the dedicated classroom tools and useful materials to overcome challenges in the learning process.	3.82	A	6
5. It fosters ways to teach with resourcefulness in all facets of learning inside and outside the classroom setting.	3.63	A	8
6. Applies the knowledge of new situations and problem solving in the simple and famous approaches in the development of teaching.	3.94	A	5
7. Resourcefulness in teaching encourages the utilization of the advanced technology to equip students in the advanced teaching and learning productivity.	3.41	A	9
8. Resourcefulness of teaching assists the learners to reflect the process of problem solving to reinforce the learning process.	3.31	MA	10
9. It promotes collaboration and independence to be resourceful necessary for students to accomplish in their learning process.	3.78	A	7
10. Resourceful teacher teaches positive skepticism to students and the ability to look for the development and solution to the learning process.	4.20	SA	1
Average Weighted Mean	3.84	A	
Standard Deviation	0.292		

Table 12 presents the weighted mean and the corresponding interpretation on the Contribution of Teacher Model Theory in the Area of Being Resourceful.

As gleaned in the table, rank 1 is "Resourceful teacher teaches positive skepticism to students and the ability to look for the development and solution to the learning process", with a weighted mean of 4.20 or Strongly Agree which means being resourceful is very satisfied. Rank 2 is "It broadens the concept of the necessary teaching resources for students' learning enhancement", with a weighted mean of 4.18 or Agree which means being resourceful is satisfied. Rank 3 is "Resourcefulness of the teacher plays the skills and executive functions in their role to regulate student learning in directing their action for the learning process", with a weighted mean of 4.08 or Agree which means being resourceful is satisfied. The least in rank is "Resourcefulness of teaching assists the learners to reflect the process of problem solving to reinforce the learning process", with a weighted mean of 3.31 or Moderately Agree which means being resourceful is moderately satisfied. The overall average weighted mean is 3.84 or Agree which means contribution of teacher model theory in the area of being resourceful is satisfied.

On the significant relationship between the teaching and learning intervention in the educational setting implementation and the contribution of the teacher theory model in adapting the teaching and learning intervention in the educational setting among the respondents

Table 13 presents the test of the significant relationship between the teaching and learning intervention in the educational setting implementation and the contribution of the teacher theory model in adapting the teaching and learning intervention in the educational setting among the respondents.

It reveals that all computed values when tested with each other shows that r values computation is higher than the critical r value of 0.194604, two-tailed test, with df of 100 at 0.05 level of significance which resulted in the decision of rejection due to its significance. Therefore, it is safe to say that there is a significant relationship between the teaching and learning intervention in the educational setting implementation and the contribution of the teacher theory model in adapting the teaching and learning intervention in the educational setting among the respondents.

Table 13. Test of Significant Relationship Between Teaching and Learning Intervention and the Contribution of the Teacher Model Theory

Variables	Computed r-value	Relationships *significant * not significant	Hypotheses *accepted *rejected
Student Interest			
◈ talented	0.25460	significant	rejected
◈ enthusiastic	0.25757	significant	rejected
◈ adaptability	0.25787	significant	rejected
◈ creativity	0.25420	significant	rejected
◈ honest	0.25519	significant	rejected
◈ effective	0.26282	significant	rejected
◈ resourceful	0.25658	significant	rejected
Learning Reflection			
◈ talented	0.25291	significant	rejected
◈ enthusiastic	0.25588	significant	rejected
◈ adaptability	0.25628	significant	rejected
◈ creativity	0.25261	significant	rejected
◈ honest	0.25360	significant	rejected
◈ effective	0.26114	significant	rejected
◈ resourceful	0.25489	significant	rejected
Direct Instructions			
◈ talented	0.25856	significant	rejected
◈ enthusiastic	0.26163	significant	rejected
◈ adaptability	0.26203	significant	rejected
◈ creativity	0.25826	significant	rejected
◈ honest	0.25925	significant	rejected
◈ effective	0.26698	significant	rejected
◈ resourceful	0.26064	significant	rejected
Learning Activities			
◈ talented	0.25489	significant	rejected
◈ enthusiastic	0.25787	significant	rejected
◈ adaptability	0.25826	significant	rejected
◈ creativity	0.25460	significant	rejected
◈ honest	0.25559	significant	rejected
◈ effective	0.26312	significant	rejected
◈ resourceful	0.25687	significant	rejected
Students Performance			
◈ talented	0.25162	significant	rejected
◈ enthusiastic	0.25460	significant	rejected
◈ adaptability	0.25489	significant	rejected
◈ creativity	0.25133	significant	rejected
◈ honest	0.25232	significant	rejected
◈ effective	0.25985	significant	rejected
◈ resourceful	0.25360	significant	rejected

Teaching and learning intervention in the educational setting is necessary. This has been proven in adapting the teacher theory model. It provides positive and significant process and progress in education

that fosters the well-being of students at the application and individual level in a positive intervention in the system in adopting the support and perspective of learning in the classroom approach and levels of students and teachers. It promotes and approaches the sustained and widespread well-being of students in the school level and educational setting. It provides the system in the classroom and powerful context and utilization in flourishing the classroom perspective model, application, and implication, Allison, Waters, & Kern, (2021).

On the other hand, teaching and learning intervention in terms of student interest shows that respondents are encouraged for their sincere and open communication for students to be comfortable in sharing opinions inside the classroom. Students are also engaged in the learning interest that become enthusiastic in the subject matter to be learned which means that innovation of teaching involves the innovation of 4Cs in the integration and educational system in support of the quality of teaching as to the communication process among students. This utilizes the communication process and teaching process among the respondents, Mallillin, et al, (2021). It also shows that students in their learning process in terms of interest shares enthusiasm in the learning for the exciting discovery and inspired learning journey. This reveals that students and teachers understand the various factors on the learning activities and strategies on the interest of students, Shibata, (2020). It also reveals that opportunities develop to provide deeper learning in the domain of learning to motivate the learning process and recognizes the performance of students to boost their morale and process of learning. This provides an essential role on the students' academic performance and their learning achievement. It supports the necessary effectiveness of the learning process of students, Sanfo, (2020). Yet, the interest of students encourages the different kinds and styles of the techniques in learning in a comfortable atmosphere where it supports students in their guided learning. It encourages students in their interest to learn enhancement, Billett, (2020).

Furthermore, teaching and learning intervention in terms of learning reflection shows to provide students to gauge quickly in the understanding of the lesson and teaching content. It also provides teacher reflection and utilization of the option in teaching for student improvement. This stresses that student learning facilitates the ability and performance of the knowledge and application of integrated learning in the practice and opportunity to solve the learning difficulties of students and teachers. It provides reflection on the improved self-efficacy learning of students, Lin, Hsia, & Hwang, (2021). Hence, learning and teaching intervention to learning reflection shows to monitor and practice the teaching process for improvement of students. It provides teaching process and self-assessment on the learning and effect of teaching that improves the learning process and quality. This can provide the perceived student and teacher relationship in their learning process and self-efficacy on students trajectory in the learning collective process. It contributes to the student reflection and learning process, Jederlund, & von Rosen, (2021). It also emphasizes that students reflect on the management of the classroom for the learning process improvement and motivation to learn which means that demand of the classroom management is overwhelming and can be challenging among teachers in the academic progress of students. It highlights teachers' challenges among their students and critical reflection of learning and opportunities, McGarr, (2021).

Moreover, teaching and learning intervention in terms of direct instruction assesses the concept and teaching to modify the lesson when needed. This is necessary for teachers to equip quality of learning and assist students in their learning process. This can motivate teachers and individuals who can adjust their learning process based on the needs of students. Direct instructions must be clearly understood to the fullest among students for better learning process in the development of the subject they have to include the teaching and planning of lesson in the class guided and direct instructions, Pollock, & Tolone, (2020). It also shows that direct instruction is in conformance with the standard of the educational system to address the academic success of students. Hence, the approach of direct instruction provides necessary strengths to better serve students which is the target in the educational setting since students are the center of learning. This provides academic content and challenges among the learners in the interaction of directing student

and teacher to minimize learning, Rolf, & Slocum, (2021). Direct instruction allows us to monitor the progress and adjustment of students to identify the issues in the process of learning. This can also facilitate and encourage active participation for students to better explain the opportunity and discuss the ideas and student feelings in the lesson. This means that direct instruction determines the effectiveness of the model and learning application of student concept and understanding in the instruction given to them, Plickers, (2019). It also shows that direct instruction is developed based on the curriculum of the educational program and development whose goal is to provide the content to teach efficiently as needed. It generates and identifies the instructional designs that allows the strategies to respond correctly for the situation of the learners, Slocum, & Rolf, (2021).

Consequently, teaching and learning intervention in terms of learning activities shows that students are provided a better approach and brainstorming in the learning process and activities where they can share their ideas and insights on the lesson presented. Students also build and reflect the learning activities and skills in the lesson to be performed. This shows that they are provided learning activities for them to think, create their ideas while brainstorming in the lesson and activities. This facilitates the learning process and design of the thinking ideas and process, Foster, (2021). On the other hand, students are provided learning activities to accomplish as evidence in their enhancement to participate and engage in active learning. The learners are also provided to react and give a proper time to think on the learning activities based on the lesson taught. This determines and measures the utilization of the class activities and learning process in an effective manner on the performance of students. It requires interaction and engages in the holistic point of view in the experiences of students in the classroom active learning, Wiggins, et al, (2017). Hence, students are also provided with learning activities to express their opinion, explain their ideas, and viewpoints to enhance the level of comprehension. This shows that learning activities provide students to use their resourcefulness and critical thinking to develop the classroom skills in learning. It integrates the critical thinking in the lesson, Cáceres, Nussbaum, & Ortiz, J. (2020). In view hereof, learning activities for students are collaborated to assist in the mapping and concept for the perspective of individual learning. Students are also provided the privilege to express initiatives, ideas, and innovations during the activities of learning provided by the module tutors. It supports students on the necessary collaboration in the learning activities. It engages students in various activities for better learning improvement, Zheng, Johnson, & Zhou, (2020).

Subsequently, teaching and learning intervention in terms of student performance shows that they are provided standard and learning instruction to align the task on the learning target that measures in the academic performance of the learners. Students are also provided better performance in the set expectation and guided establishment in the procedures of classroom learning. It examines the student performance in the lesson provided for them. Student performance is based on the teaching perceived learning that predicts the outcome of learning in the academic performance as to context learning and disciplinary areas, Caskurlu, Maeda, Richardson, & Lv, (2020). Student performance of students are provided to improve the needs of learning where they are taught to be confident and motivated in their learning process. It explores the knowledge of students in academic performance. It provides positive results on the academic performance to meet the learning needs. It exhibits skills and positive learning output in the success of academics, Spencer, & Temple, (2021). On the other hand, student performance is provided for students to improve and explore academic performance by following the rules that adhere to the principles of education and teaching inside the classroom. In addition, students' performance is built on the positive discipline inside the classroom in the interaction and punitive norms on students behavior. This means that it analyzes the effect of the academic performance and mindset setting of learning. It is an engagement process of the increase of the academic performance, Miralles-Armenteros, Chiva-Gómez, Rodríguez-Sánchez, & Barghouti, (2021). Lastly, student performance provides the quality of learning performance that can identify gaps in the student learning process in which it emerges viable approaches and learning resources in the diverse learning

performance of students. It utilizes the effectiveness of the expert domains of learning potential for the learning process of students' academic performance, Abdi, Khosravi, Sadiq, & Demartini, (2021).

Indeed, the contribution of teacher model theory in the area of being talented shows that teachers are being patient in all facets of teaching and learning. They balance the learning style based on the needs of students inside the classroom. This includes the cultural background, learning styles, intellectual abilities, to balance their unique expectation and learners abilities. Likewise also, teachers provide the ability to improve teamwork among students so they can share their knowledge and ideas in the lesson provided. This can provide better classroom practices and different opinions in the lesson presented for students. A teacher also provides a well-developed patience, and conflict resolution to display potentials as molders and shapers of the learning process. This can help to provide attentiveness of students and provides viewpoints that compromise learning in the classroom setting. It provides challenges for teachers to use skills being talented individuals, Gunn, (2021). Hence, being a talented teacher, the critical thinking skills are developed to provide standard and interest for the learning expectation and goals of students in a safe classroom atmosphere in nurturing learning discipline of students. This enhances the skills and critical thinking of students as part of the goals in learning standard of students, Bloom, & Doss, (2021). Likewise also, teachers skills and time management in the career of teaching in the learning process and activities for their students provides recalling, information process, and retention for students. It enhances the mental capacity of students in their learning process, Chafia, & Yassamine, (2020). Hence, teachers are talented since they present the lesson in an organized situation based on the needs of students to enhance better learning which help them to be effective teachers in teaching and management of process of learning among them. This means that teachers are talented since they explore professional development and effectiveness in teaching to support the activities in the integration of efficient teaching, Yurtseven Avci, O'Dwyer, & Lawson, (2020).

Likewise, the contribution of teacher model theory in the area of being enthusiastic shows that teachers improve the behavior of students inside the classroom, monitor student performance, provide positive attitude, and lead to better teaching and evaluation. It explores the techniques of teachers in providing better enthusiasm among students to provide better outcome and performance. It helps the students to mediate better strategy in teaching of enthusiasm in the positive effect of the learning process, Burić, (2019). It also shows that an enthusiastic teacher provides motivation to motivate students in the learning engagement task, mastery and challenges in the lesson, curiosity and enjoyment. This is the technique in teaching. It is a factor that undermines motivation for students to learn especially on study habits and direct relevance setting in education at present. It supports and enhances the positive learning outcome of students and related competency, It also provides evidence in the substantial learning context to support the knowledge and needs of students, Ryan, & Deci, (2020). In addition, an enthusiastic teacher engages and determines the influences in the classroom on the factors and aspects of the emotional and behavior of students in the myriad contexts of learning. It also indicates an enthusiastic teacher that influences students in the classroom learning. This is interrelated to the student engagement as implication and significance to the welfare of students and variation in learning. It also indicates that effective teachers and experiences are shaped in the context and interaction for both teachers and students. It provides support and motivation on the instructional intervention in the learning process, Gaspard, & Lauermann, (2021). Hence, an enthusiastic teacher motivates and engages in the learning process of the lesson which is boring and apathetic inside the classroom. This is very desirable and essential in the management of classroom learning for effective teachers and qualities in teaching. It is designed to assess the teacher enthusiasm and effect in the classroom student engagement. It demonstrates the enthusiasm and power of teachers in predicting the behaviors of students in the classroom, Zhang, (2014).

Nonetheless, the contribution of teacher model theory in the area of being adaptable shows focus on the interdisciplinary and transformation of learning that increases and equips the advancement of

technology in the function and roles of the learning process. This provides to transform students in the learning and challenges that embrace the adaptable learning in the situation of transformation and challenges in the educational setting of learning as to classroom discipline across the learning process. It is intended for learning discipline and collaboration in the professional growth and intended improvement for educational setting, Santangelo, et al, (2021). Being an adaptable teacher provides a rapid change in the unexpected society for the behaviors of students from negative to positive changes. This can encourage students and continuous learning for the willingness to succeed to learn and to develop new skills. It facilitates direct learning and instruction in education in the process of learning being an adaptable teacher. It provides guidance, communication, compassion, and common sense in the measures of learning. It connects students in the learning opportunity in routine and structure, Miller, et al, (2020). Adaptable teacher prepares the learners in the skills and success to foster the challenges and change in a positive and meaningful way. It provides skills and self-efficacy for students in their self-esteem. It is associated with their adaptability of learning and career development in the future, Hamzah, Kai Le, & Musa, (2021). Hence, adaptability teaches students the key and resilience in the learning promotion process. It increases the adaptability and resilience in the learning process of students. Adaptable teachers are exploring capabilities to provide better learning for students in the academic performance and promotion. It possesses the initiatives, and resourcefulness of the teaching process, Corwith, (2020).

In addition, the contribution of teacher model theory in the area of being creative shows that creative skills for teachers have empowered their teaching ideas and opinion that expresses their teaching and ways in the unique learning and relevant active participation of the student learners. This influences the model of learning outcome of students in the academic performance. It is an interaction on the creativity skills in the academic capability of students and a learning model on the outcome of the learning process, Supena, Darmuki, & Hariyadi, (2021). Yet, being a creative teacher explores to encourage and assess the creativity skills in the critical thinking and analytical thinking of the activities of students that allows valuable skills in the educational setting. This reinforces the critical thinking and creativity of teachers in the perceived process of learning. Teachers identify the major learning process and evaluation in the pedagogical activities for students inside the classroom. It encourages proper strategies in the creative skills for teachers, Piedade, Malafaia, Neves, Loff, & Menezes, (2020). Nonetheless, creative skills for the teaching work of teachers toward learning in both outside and inside classroom settings provides a follow-up among students since learning is a continuous process. It analyses the creativity of teachers and thinking process as to the skills in psychomotor, self-efficacy and creativity for the students' performance. They can also predict the behavior of students in advance based on observation inside the classroom, Huang, Chang, & Chou, (2020). However, creative assumptions are being argued in the creative mind and challenges in the student learners and limitations. It provides sustainable competencies and creativity that integrates the development of the subject matter among the learners in conformance with the standard educational setting. Being creative is necessary for the sustainable education. This determines the components of the teaching methods and strategies in learning, Mróz, & Ocetkiewicz, (2021).

Otherwise, the contribution of teacher model theory in the area of being honest shows that the teacher says the reality by preventing false compliments and giving an honest feedback and evaluation to correct the mistakes performed by students. This is one way of improving the academic performance of the learners. Teachers also provide honest consequences and eventually catch the action of students. It is a part of his responsibility. It is the commitment of teachers and advocates in mediating the trust for students to enhance better learning. Truth is truth no matter what happens. Mistakes can be corrected on the principles of truth and honesty, Alazmi, & Alenezi, (2020). In addition, truth and honesty will be rewarded with recognition and praise for the learners who excel, build self-confidence, reinforce, and positive behavior. This is needed for students to realize the value of honesty. This is the proper approach in the development of

learners to promote desirable behavior of students. This can help to mold future goals in life. Promoting honesty means promoting and displaying honest behavior, Ma, et al., (2018). On the other hand, honesty upholds the moral and hard truths for teachers who will say the reality or say the hard truth. Honesty also follows the commitment and promises of teachers for students as part of the process of motivation in the classroom. It helps in the process of learning outcomes of students as part of the values in learning and experiences. It examines honesty on both sides and mediates the trust from its other and the learning outcome and orientation through commitment in the academic efficacy, Shafait, Khan, Sahibzada, Dacko-Pikiewicz, & Popp, (2021). Honesty models the reality and truth, living by the truth will lead to a habit of longing for reality and speaking for truth. Module tutors will not put his students to question or test his honesty. Instead of helping him to live with the principles of truth and honesty. Honesty provides professional knowledge and integrity of teachers since they teach through examples and demonstrates learning with truth. They demonstrate values of honesty where students are looking for their honesty and dedication in teaching. It is a catalyst of identity and professionalism, Mockler, & Groundwater-Smith, (2015).

Meanwhile, the contribution of teacher model theory in the area of being effective shows that the teacher explores the efficiency of student thinking and learning that delivers active information for the learner's knowledge and skills that will last in the learning process. It implements and develops effective professionalism among the module tutors or faculties. Being an effective teacher focuses on the process of learning and fundamental knowledge of the subject and development of pedagogy in learning for the students. It also focuses on practicing and providing opportunities in advanced knowledge in the classroom practice and reflection, Kong, Lai, & Sun, (2020). Being an effective teacher also provides and keeps a positive learning and engagement process with the attitude of effective and positive teaching to explore the learning desire and motivate the teaching requirements. It provides an impact that focuses on the interaction of teachers' instruction to motivate the learning process. This focuses on the care of the learners since students are the center of learning despite their potentials, Lavy, & Naama-Ghanayim, (2020). Effective teacher is also being patient in the process of teaching, opportunity, and information of learning. It utilizes the advanced technology of being an effective teacher to equip the teaching and stage of learning. This offers technological perception in the competency in teaching. It offers feedback on the advance technology in education in preparation of students' learning process and in the future, Carpenter, et al., (2020). Yet, an effective teacher is organized and competent in explaining the lesson for students to share knowledge and ideas in the learning process. It examines the supplement and experiences in teaching theory. It influences support to the teaching and learning intervention in enhancing understanding of teachers being effective, McEntyre, & Richards, (2021).

Lastly, the contribution of teacher model theory in the area of being resourceful shows that it provides positive teaching for the learners and the ability to look for the solution and development of the learning process. It transforms the educational setting in teaching and intervention in integrating and applying the competency in teaching and learning. It develops and ignites competency of the learners in the educational setting and learning process. It develops a better teaching style in the global demand for competency based education, Kumar, (2020). In addition, being resourceful broadens the concept of the essentials in teaching and resources for the learning enhancement of the students. It opens the challenges and opportunities for the resources of the educational setting. It is considered as learning resourcefulness being implemented by the module tutors as intellectual competitiveness in the quality of teaching. It demonstrates proper resourcefulness of a teacher that involves the essentials of teaching and development, Hylén, (2021). Being a resourceful teacher provides executive skills that function in the role of professionals in the field of teaching in directing and regulating the learning process through initiatives and actions. It adapts the essentials of being resourceful in the modern quality of teaching through self-regulated learning and teaching. It establishes and builds the teaching and learning implementation through intervention in the educational

setting and in the management of students in the learning process, Faith, & Pyle, (2021, January). Hence, being resourceful in teaching assists the learners to reflect the problems solving process in the reinforcement of teaching for students. It provides positive and building of learning interaction in the process of learning. It addresses and contributes to the learning and teaching process that supports the teacher practices and strategies in professional development. Leite, Go, & Havu-Nuutinen, (2020).

CONCLUSION

Teaching and learning intervention shows that it encourages, open communication and sincerity of teachers for students to be comfortable in sharing knowledge and opinion inside the classroom in terms of students interest, provides learning reflection for students to gauge quickly in the understanding of the lesson and teaching content where teacher reflects on utilization of option in teaching for student improvement of the learning process in terms of learning reflection, assesses the teaching concept to modify the lesson as needed where it is in conformance with the standard of the educational system to address the academic success of students and the approach of direct instruction provides necessary strengths to better serve students in terms of direct instruction, provides a better brainstorming approach to learning activities for students to share insights and ideas about the lesson where it reflects students to build and to learn skills on the activities being performed in the lesson in terms of learning activities, aligns the learning instruction and standard in the task to the measurable learning target of the subject matter where it guided on the established set of expectations in the classroom procedures in terms of student performance.

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