EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:5 | May 2026 -Peer Reviewed Journal

TEACHING COMPETENCY AND ITS INFLUENCE ON TEACHING MIXED-ABILITY CLASSES IN THE DIVISION OF TAGUM CITY

Beverly D. Felix
Master of Arts in Educational Management, Rizal Memorial Colleges, Inc.

Article DOI: https://doi.org/10.36713/epra27883
DOI No: 10.36713/epra27883

ABSTRACT

This study determined the relationship between teaching competency and teaching mixed-ability among teachers in the Division of Tagum City. Specifically, it examined the extent of teaching competency in terms of pedagogy, facilitation, technology, and course administration, and the extent of teaching mixed-ability in terms of teaching and learning, students' motivation, materials, and classroom management. A quantitative approach using a descriptive correlational design was employed. The respondents consisted of one hundred sixty (160) teachers, and data were gathered through validated survey questionnaires. Statistical tools such as weighted mean, standard deviation, Pearson product moment correlation, and multiple regression analysis were used to analyze the data at a 0.05 level of significance. The findings revealed that both teaching competency and teaching mixed-ability were at an extensive level, indicating that these practices were often evident among teachers. Results also showed a significant relationship between teaching competency and teaching mixed-ability, suggesting that higher competency led to better management of diverse classrooms. Regression analysis further indicated that all domains of teaching competency significantly predicted teaching mixed-ability, with pedagogy emerging as the strongest predictor. It was recommended that targeted professional development programs be implemented to enhance facilitation, course administration, and technology integration, and to strengthen teachers' capacity to address diverse learner needs effectively.

KEYWORDS: *Teaching Competency; Teaching Mixed-Ability*

INTRODUCTION

Teachers operated in increasingly complex classroom environments where diversity in learners' abilities, motivations, and performance levels was the norm rather than the exception. In such contexts, teaching competency encompassing pedagogy, facilitation, technology, and course administration became a critical determinant of how effectively teachers managed mixed-ability classrooms. The ability to design inclusive lessons, sustain engagement, and respond to varying learner needs defined not only instructional quality but also the overall learning experience of students. As classrooms became more heterogeneous, the demand for competent, adaptive, and responsive teachers continued to grow. This reality underscored the importance of examining how teaching competency shaped the effectiveness of managing mixed-ability classes, particularly within the Division of Tagum City.

At the global level, one of the most persistent challenges in education was addressing learner diversity within a single instructional setting. Teachers often struggled to differentiate instruction due to variations in students' readiness, learning pace, and prior knowledge, resulting in mismatched activities and reduced learning efficiency (Tomlinson & Moon, 2021). Moreover, sustaining student motivation remained a concern, as mixed-ability classrooms tended to produce unequal engagement levels, with some learners disengaging due to tasks that were either too easy or too difficult (OECD, 2022). These realities highlighted the evolving role of teachers as facilitators who had to balance instructional demands while ensuring inclusive and equitable participation.

Another global issue related to the integration of technology in mixed-ability teaching. Although digital tools offered opportunities for personalization and differentiated instruction, many teachers lacked the necessary competence to integrate these effectively (Celik et al., 2023). Research indicated that insufficient technological pedagogical knowledge limited the ability of teachers to provide adaptive learning experiences, which further widened achievement gaps among students (Bond et al., 2021). This emphasized the need for a comprehensive teaching competency framework that integrated pedagogy, facilitation, and technology to meet contemporary educational demands.

In the Philippine context, the challenge of teaching mixed-ability classes was further intensified by systemic constraints such as standardized curricula and uniform instructional materials. Teachers often relied on pacing guides and textbooks designed for average learners, which did not adequately address the diverse abilities present in classrooms. Talain and

Mercado (2023) noted that while teachers recognized the value of differentiated instruction, its implementation was often limited by contextual factors such as curriculum demands and resource constraints. Similarly, Pinaranda (2024) emphasized that although differentiated instruction improved student performance, teachers required sufficient support to implement it effectively. These constraints highlighted the importance of strengthening teaching competency to better support diverse learners.

Another national concern was the limited emphasis on differentiated instruction in programs for professional development and teacher preparation. Studies in the Philippine setting revealed that many teachers felt inadequately prepared to address diverse learning needs, particularly in large and heterogeneous classrooms. Insorio (2024) reported that gaps in training, limited access to resources, and insufficient exposure to inclusive practices hindered teachers' ability to apply differentiated strategies. Without strong competencies in facilitation, classroom management, and instructional adaptation, teachers struggled to create inclusive environments that supported all learners.

Locally, especially in the Division of Tagum City, teachers encountered more immediate challenges in managing mixed-ability classrooms. One of the primary concerns was the difficulty of planning lessons that served a variety of student abilities. Variations in comprehension, communication skills, and readiness often resulted in unequal participation and inconsistent learning outcomes. Teachers frequently reported that they were unable to fully address the needs of every learner, reflecting the limitations of existing competencies when faced with diverse classroom conditions.

The mismatch between instructional materials and students' needs further complicated the situation. Fixed lesson plans and standardized textbooks often failed to align with learners' varying abilities, making it difficult to design engaging and inclusive activities. This led to declining student motivation, as some learners felt unchallenged while others felt overwhelmed. Additionally, classroom management became more complex as teachers had to simultaneously address cognitive, behavioral, and motivational differences. These realities demonstrated how teaching mixed-ability was closely linked to the level of teaching competency.

This context revealed a significant research gap. While existing studies had explored the challenges of mixed-ability teaching and the importance of teacher competency, there was limited empirical evidence examining how specific domains of teaching competency influenced mixed-ability teaching practices locally. Closing this gap was essential in developing context-specific strategies that could enhance teachers' effectiveness in managing diverse classrooms.

The significance of this study stemmed from its capacity to produce evidence-based ideas that could improve teaching practices and professional development initiatives in Tagum City. By examining the connection between teaching competency and teaching mixed-ability, the study sought to offer practical recommendations for educators, school leaders, and policymakers. These insights could guide the development of targeted interventions that strengthened pedagogy, facilitation, technology integration, and course administration.

On a broader scale, the research added to the conversation about teacher quality and inclusive education by linking competency with classroom diversity. By situating the research within a specific local context, it offered practical insights that could be adapted to similar educational settings. Ultimately, the study bridged theory and practice by demonstrating how teaching competency could be leveraged to achieve equitable, inclusive, and high-quality instruction for all learners.

THE STUDY'S OBJECTIVES

This study aimed to determine the relationship between teaching competency and teaching mixed-ability of teachers. Specifically, it sought to:

1. Determine the scope of teaching competency with regard to:
   1.1. Pedagogy;
   1.2. Facilitation;
   1.3. Technology; and
   1.4. Course Administration.
2. Determine the extent of teaching mixed-ability with regard to:
   2.1. Teaching and learning;
   2.2. Students' motivation;
   2.3. Materials;
   2.4. Classroom management.
3. Establish whether there is a significant relationship between the teaching competency and teaching mixed-ability.
4. Identify which of the following domains teaching competency significantly predict teaching mixed-ability.

METHODOLOGY

This chapter presented the methodological framework of the study. It outlined the research design, the respondents who provided the data, and the instruments used for data collection. It also described the procedures undertaken to ensure

accurate, reliable, and ethical data gathering, as well as the techniques used in analyzing the information to address the research inquiries. The major sections of this chapter included research design, ethical considerations, research respondents, research instruments, data gathering procedure, and data analysis.

Method Used

This research used a quantitative approach, especially making use of a descriptive correlational technique. Quantitative research emphasized the collection and statistical examination of numerical data to clarify and predict correlations between variables (Queirós et al., 2017). This approach was well-suited for educational contexts where researchers sought to measure teachers' competencies and their influence on handling mixed-ability classes, allowing for objective assessment based on numerical evidence. The descriptive component of this design offered an accurate representation of both teaching competency and the dynamics of teaching mixed-ability learners without altering or manipulating the existing classroom conditions.

The correlational component of this design examined the extent and nature of the relationship between teaching competency and teaching mixed-ability classes. According to Allen (2017), correlational studies helped determine whether there was a connection between two or more variables and described its strength and direction. This study, therefore, explored how variations in pedagogy, facilitation, technology, and course administration were associated with teaching and learning, student motivation, materials, and classroom management. By using this method, the research aimed to ascertain if higher levels of teaching competency contributed to more effective management of mixed-ability classrooms.

The use of a correlational descriptive design was appropriate for this investigation since it allowed a researcher to gather data through survey questionnaires and analyze the degree of association between the independent and dependent variables. As Creswell and Creswell (2017) emphasized, this design was valuable in educational research for identifying patterns and relationships without intervening in the natural setting of the participants. It also provided institutions, teachers, and administrators with evidence-based insights into how competencies influenced teaching practices in diverse classrooms, forming a foundation for policy-making and professional development programs.

Sources of Data

In this study, the entire population was made up of 266 Grade 3 teachers in medium-sized public schools in the Division of Tagum City. To determine an adequate sample size, Slovin's formula was used, where N represented the population size and e denoted the 0.05 margin of error for a 95% confidence level. Substituting $N = 266$ and $e = 0.05$, the computation yielded a sample size of 160. Thus, a total of one hundred sixty (160) Grade 3 teachers were chosen to take part in this research as respondents.

The requirements for inclusion were established to guarantee the appropriateness of the respondents. First, teachers were required to be Grade 3 teachers at the time in medium-sized public educational institutions within the Tagum City Division to maintain alignment with the study context (DepEd, 2023). Second, to ensure that participants had sufficient classroom experience with diverse learners, only those with at least three years of experience as a teacher in Grade 3 were included, as teaching experience was a vital factor in forming instructional strategies and classroom management practices (Yoon, 2021). Third, respondents were required to be full-time classroom teachers rather than substitutes or part-time educators, since full-time teachers were more consistently exposed to mixed-ability classrooms and were responsible for sustained student learning outcomes (Insorio, 2024).

This approach was consistent with recent educational research conducted both locally and internationally, where inclusion criteria were based on teaching tenure and employment status to ensure relevance. For instance, Tan et al. (2025) selected teachers with a minimum of one year of experience instructing in private schools in Metro Manila when examining teacher well-being and professional responsibility. Similarly, Insorio (2024) emphasized the importance of teaching service duration in studying teachers' competencies and professional characteristics.

By applying Slovin's formula to determine a valid sample size and by setting clear inclusion criteria, the 160 teacher-respondents provided reliable and representative data for this study. This approach strengthened the validity of the findings and ensured that the selected respondents adequately represented the population of Grade 3 teachers in the Division of Tagum City (Creswell & Creswell, 2018).

Data Gathering Instrument

The main tool used to gather data was a formal questionnaire. intended to gauge both instructing competency and teaching mixed-ability. In order to survey used closed-ended questions with Likert-scale items to gauge opinions and experiences.
To collect data for this investigation, a modified survey questionnaire was employed. In this project, two sets of questionnaires were used. The initial set concentrated on the scope of teacher reflective practices. The subsequent set concentrated on the extent of teacher professional development.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:5 | May 2026 -Peer Reviewed Journal

The teaching competency questionnaire was modified from Simsek et al. al. (2021). There were fifteen items on the test. Pedagogy (1-5), facilitation (1-3), technology (1-3), and course administration (1-4) were its four indicators.

The teaching competency questionnaire adapted from Simsek et al. (2021) was subjected to pilot testing with a small group of teachers who did not participate in the primary study sample. The pilot test produced a 0.983 Cronbach's Alpha coefficient implying that the items have a comparatively high degree of internal coherence. This implies that the four indicators pedagogy, facilitation, technology, and course administration were reliably measured, and the instrument can effectively capture teachers' competencies in a consistent manner. Such reliability ensures that the tool is dependable for use in the actual study, producing results that can be interpreted with confidence. Below was the grading scale of the extent of teaching competency.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The teaching competency of teachers are always evident.
3.40 - 4.19	Extensive	The teaching competency of teachers are oftentimes evident.
2.60 - 3.39	Moderately Extensive	The teaching competency of teachers are occasionally evident.
1.80 - 2.59	Less Extensive	The teaching competency of teachers are seldom evident.
1.00 – 1.79	Not Extensive	The teaching competency of teachers are never evident.

The teaching mixed-ability questionnaire was adapted from Heng et al. (2023). The device was made up of thirty (30) items. It included four indications, including; teaching and learning (1-6), students' motivation (1-5), materials (1-6), and classroom management (1-13).

The teaching mixed-ability questionnaire adapted from Heng et al. (2023) underwent pilot testing as well with a comparable group of respondents.

The analysis showed a 0.797 Cronbach's Alpha coefficient, exhibiting outstanding intrinsic coherence between the items. This result recommends that the indicators teaching and learning, students' motivation, materials, and classroom management were measured reliably across different participants. The implication of this high reliability was that the instrument was valid for assessing the challenges and practices in teaching mixed-ability classes, thereby ensuring that the information collected in the main research was both credible and robust. Below was the grading scale of the extent of teaching mixed-ability.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	Teaching mixed-ability of teachers are always evident.
3.40 - 4.19	Extensive	Teaching mixed-ability of teachers are oftentimes evident.
2.60 - 3.39	Moderately Extensive	Teaching mixed-ability of teachers are occasionally evident.
1.80 - 2.59	Less Extensive	Teaching mixed-ability of teachers are seldom evident.
1.00 – 1.79	Not Extensive	Teaching mixed-ability of teachers are never evident.

The tools used in this study were relativized to achieve the goal of this research. In order to enhance the instruments and achieve build validity, the researcher incorporated everyone of the adviser's, panel members', and expert validators' remarks and recommendations.

Sampling Technique

The stratified random sampling was used in the study to make sure that respondents were proportionally represented across medium in size public elementary schools located in the Division of Tagum City. The entire population consisted of two hundred sixty-six (266) Grade 3 teachers, from which a sample size of one hundred sixty (160) respondents was calculated with a 0.05 margin of error using Slovin's formula. For this investigation, stratified random selection was judged suitable since it allowed the population to be divided into relevant strata based on school assignment, ensuring that each subgroup of teachers was adequately represented in the sample. This method minimizes bias in sampling and enhances the representativeness of the data collected.

This technique seemed particularly suitable for the current study. since it is ensured that the perspectives of teachers from different schools were proportionally included, capturing variations in teaching competency and mixed-ability classroom practices across the division. By distributing the sample across identified strata and randomly selecting participants within each group, the study was able to generate more accurate and generalizable findings compared to purely random or convenience sampling methods.

The use of stratified random sampling was further guided by clearly defined standards for inclusion and exclusion. Participants were necessary to be full-time Grade 3 teachers assigned in medium-sized public elementary schools within the Division of Tagum City, have at least three years of experience as a teacher, and be actively handling mixed-ability classrooms. Additionally, all respondents were required to voluntarily consent to engage in the research. Teachers who were part-time, newly hired with less than three years of experience, or not currently assigned to Grade 3 were excluded to guarantee the accuracy and applicability of the data.

To highlight, the sampling technique made certain that the research obtained representative and reliable data, enhancing the reliability of the findings about the relationship between teaching competency and teaching mixed-ability among Grade 3 teachers in the Division of Tagum City.

Procedure of the Study

The method used to collect data for this research follows an ethical and methodical approach procedure to ensure the precision, reliability, and honesty of the research outcomes. The process includes receiving the dean's endorsement letter, obtaining the ethics compliance certificate, and asking for permission to conduct the study from the Schools Division Superintendent (SDS), writing to the principals of the schools, and verifying the research tools before distributing the surveys. The information collection is conducted among respondents in the Division of Tagum City.

Ethics Review

In advance of the study being conducted, the researcher secures an Ethics Compliance Certificate on November 19, 2025. This process ensures that the study adheres to the moral guidelines required for studies that use human subjects. The ethics review confirms that the rights, dignity, and welfare of the respondents are protected all the way through the investigation. Ethical precepts like voluntary participation, confidentiality and informed consent of responses, and proper handling of collected data are closely adhered to in compliance with the provisions of the Act of 2012 on Data Privacy. The issuance of the certificate signifies that the study meets the required ethical guidelines and is permitted to proceed with the subsequent stages of the research.

Validation of the Instrument

Prior to the actual administration of the research instruments, the questionnaire undergoes expert validation on October 8-10, 2025. The researcher provides validation sheets to selected experts who evaluate the research instruments regarding relevance and clarity, appropriateness of content, and congruence with the research variables. The professionals record their comments and suggestions in the validation sheets, which are carefully reviewed by the researcher. Necessary revisions are incorporated to improve the quality of the questionnaire before the final administration to the respondents. This procedure guarantees that the instrument is valid, reliable, and capable of accurately measuring the variables included in the study.

Endorsement from the Dean

After obtaining the certificate of ethics compliance, the researcher requests an endorsement letter from the Dean of the Graduate School on January 29, 2026, of Rizal Memorial Colleges, Inc. The endorsement confirms that the research has undergone proper academic review and is aligned with the requirements of the graduate program. It also verifies that the study is legitimate, academically sound, and appropriate for implementation in the identified research setting. This endorsement serves as an official institutional support that allows a researcher to officially request consent from the Schools Division Office to conduct the study.

Permit to Conduct the Study

With the endorsement letter from the dean, the researcher submits a formal request for a Permit to Conduct the Study addressed to the Schools Division Superintendent (SDS) of Tagum City on February 9, 2026. The request includes the research title, objectives of the research, the target respondents, and the methods used to gather data. Supporting documents such as the endorsement letter, research instruments, and other required attachments are also submitted for review. Upon approval, the permit grants the researcher official authorization to conduct the study within the schools under the jurisdiction of the said division.

Permission from the Principals

After receiving the permit from the Schools Division Superintendent, the researcher prepares and sends letters to the school principals of the identified schools in Tagum City Division on February 16, 18, 27, March 2, 3, 4, 5, and 9, 2026. The letter informs the school heads about the purpose of the research, the respondents involved, and the procedures for administering the research instruments. Coordination with the principals was conducted to schedule the appropriate time for the distribution and retrieval of the questionnaires while ensuring that the regular school activities were not disrupted. Their cooperation is essential in facilitating smooth communication with the respondents and ensuring an organized data collection process.

Statistical Treatment

The following statistical tools were used for a thorough interpretation and analysis of the data employed:

The weighted mean was employed to answer the first problem regarding the extent of teaching competency, the study employed the weighted mean and standard deviation. The weighted mean was used to determine the average level of responses for each indicator.

Standard Deviation measured the variability or dispersion of responses from the mean.
Using Pearson Product Moment Correlation, address the third problem, which aimed to ascertain whether there was a significant relationship between teaching competency and teaching mixed-ability, the study employed the correlation coefficient for Pearson Product Moment. This statistical tool measured the direction and strength of how the two variables relate to one another. The computed correlation coefficient indicated whether the relationship was positive or negative, as well as its magnitude, while the corresponding p value determined the statistical importance of the relationship at the 0.05 level.

The Multiple Linear Regression was used to determine which specific domains of teaching competency significantly influenced teaching mixed-ability, the study utilized Multiple Linear Regression Analysis. This method identified the predictive power of each independent variable, namely pedagogy, facilitation, technology, and course administration, in explaining variations in teaching mixed-ability. The regression coefficients indicated the extent to which each domain contributed to the dependent variable, while the overall model fit was assessed using the coefficient of determination and F value. This analysis provided a deeper understanding of which competencies most strongly influenced teachers' effectiveness in managing mixed-ability classrooms.

Ethical Consideration
The considering ethics of this research focused on the principles that safeguarded the rights, dignity, and well-being of the Grade 3 teacher-respondents in the Division of Tagum City. Since the research explored teaching competency and teaching mixed-ability, special care was taken to guarantee equity, confidentiality, and openness at every stage of the research process. The following factors guided the ethical conduct of this study.

Social Value. This study recognized the social value of investigating the relationship between teaching competency and teaching mixed-ability in the Division of Tagum City. The findings provided insights that strengthened instructional practices, improved classroom management, and enhanced support for diverse learners. The knowledge generated benefited not only the Grade 3 teachers who participated in the study but also informed school principals and policymakers on how to support professional development programs and address the challenges in mixed-ability classrooms. This contribution ensured that the research benefits extended beyond individual respondents to the broader educational system in the division.

Informed Consent. The researcher secured informed consent from all Grade 3 teacher-respondents by providing them with complete information about the goal, the extent, risks, and benefits of the research. Consent forms clearly stated that participation was voluntary, and respondents were allowed to leave at any moment and not be penalized or consequence. All explanations were communicated in a clear and understandable manner to ensure that teachers could make informed decisions about their involvement. Signed consent served as a formal agreement, demonstrating respect for respondents' autonomy and ensuring compliance with ethical research standards.

Vulnerability of Research Respondents. Although the participants were professionals, Grade 3 teachers were still considered vulnerable due to possible concerns about their teaching performance being judged or disclosed to school heads. To address this, the researcher assured participants that the study did not evaluate them individually but aimed to understand general trends and practices. Data were aggregated and anonymized to prevent any harm to participants' professional reputations. This measure acknowledged their vulnerability and safeguarded their rights as respondents.

Privacy and Confidentiality. Strict adherence to the Data Privacy Act of 2012 was observed to ensure that all teacher-respondents' information remained confidential. Identifiable data such as names and school affiliations were coded or removed in reporting. All data were safely kept in digital files that were only accessible by the researcher and required a password. During dissemination, only aggregated results were shared, ensuring that no individual respondent could be identified. Confidentiality protections strengthened trust between the researcher and respondents, allowing teachers to respond honestly.

Risk, Benefits and Safety. The risks of this study were minimal but included possible discomfort in answering questions about teaching competency and classroom practices. To mitigate this, respondents were assured that there were no correct or incorrect responses, and that their honest input was valuable for improving education. The benefits outweighed the risks, as the results provided data that could enhance teaching strategies and policies in mixed-ability classrooms. All data was gathered in secure settings, either physically in schools or virtually through secure online platforms, ensuring respondents' safety.

Justice. The justice principle was applied by ensuring fair chances for everyone Grade 3 teachers in the Division of Tagum City to participate in the study regardless of school size, location, or teacher background. Respondents were fairly represented to reflect the diversity of teaching experiences across the division. Further, the findings were shared with participants, administrators, and policymakers to ensure that all stakeholders benefited from the study's outcomes and that no group was disproportionately advantaged or disadvantaged.

Transparency. This was maintained by clearly communicating the purpose, methodology, and expected outcomes of the study to all respondents and school administrators. Respondents were made aware of the progress of the study and were given access to the findings through summary reports and presentations at the division level. This ensured openness throughout the research process and encouraged trust and accountability between the researcher and the educational community in Tagum City.

Qualification of the Researcher. The researcher possessed the necessary academic preparation and professional experience to conduct this educational study. As a teacher within the Division of Tagum City, the researcher had direct exposure to classroom realities, particularly in handling mixed-ability learners, which strengthened the relevance and practicality of the investigation. The researcher completed formal graduate coursework in research methods and statistics, which provided a solid foundation in quantitative research design, data collection, and analysis. To further enhance research competence, the researcher attended several professional development activities, including a research ethics and integrity seminar, a data analysis workshop focusing on quantitative methods, and a research colloquium organized by Rizal Memorial Colleges. The researcher also actively participated in school-based Learning Action Cell sessions, where instructional practices and classroom-based research were discussed and applied. These engagements provided opportunities to refine research skills and align them with current educational practices. Also, the researcher had prior experience in conducting mini-research projects and classroom-based assessments, which strengthened the ability to design instruments, gather data, and interpret findings systematically. To ensure ethical compliance, the researcher sought guidance and secured approval from the Rizal Memorial Colleges Research Ethics Committee, ensuring that all practices followed accepted ethical guidelines and protocols throughout the conduct of the study.

Conflict of Interest. A potential conflict of interest arose from the researcher's professional connection with the Division of Tagum City. This affiliation was disclosed to the respondents, and they were assured that the results would not be used for evaluative purposes. Data analysis remained objective, and findings were presented based on evidence rather than personal interest. This ensured impartiality and credibility in the study.

Adequacy of Facilities. The study utilized school classrooms and designated faculty areas as venues for data collection, ensuring that these spaces were conducive to focused and comfortable participation. For digital survey distribution, secure platforms such as Google Forms were used to ensure accessibility and safe data collection. Statistical tools were also utilized to analyze results with accuracy and efficiency. These facilities and tools ensured that the study was carried out systematically and in alignment with educational standards.

Community Involvement. This was emphasized by engaging with school heads and district supervisors to gain support and align the research with the division's educational priorities. Teachers were regarded not only as respondents but also as contributors to the study, as their feedback and experiences informed the recommendations. After the completion of the study, findings were disseminated to the educational community in Tagum City to support teaching practices and professional development initiatives. This participatory approach fostered ownership of the research outcomes among stakeholders and enhanced the overall impact of the study.

Results

This chapter presents the findings of the study on teaching competency and teaching mixed-ability. The results are presented in both tabular and textual forms.

Extent of Teaching Competency

The extent of teaching competency was measured in terms of pedagogy, facilitation, technology, and course administration. In terms of **pedagogy**, the overall mean was **3.99** with a standard deviation of **0.949**, interpreted as **Extensive**. This indicates that teachers oftentimes demonstrate pedagogical competence. The highest-rated indicators were the use of teaching methods that promote student participation, clear statement of learning objectives, and clear presentation of course topics. These findings suggest that teachers are capable of organizing lessons clearly and promoting learner participation. This supports Simsek et al. (2021), who emphasized that pedagogy involves the clear organization of objectives, content, and learning activities.

In terms of **facilitation**, the overall mean was **3.96** with a standard deviation of **0.946**, also interpreted as **Extensive**. This means that teachers frequently demonstrate facilitation skills by helping students develop positive attitudes toward online learning, supporting learning communities, and encouraging interaction among students. These findings imply that teachers are able to create supportive and collaborative learning environments. This aligns with Simsek et al. (2021) and Ouyang and Scharber (2021), who stressed the importance of facilitation in promoting interaction, collaboration, and engagement. In terms of **technology**, the overall mean was **4.00** with a standard deviation of **0.950**, interpreted as **Extensive**. This indicates that teachers often use hardware and software tools effectively and can solve technical problems encountered during online instruction. These findings show that teachers possess the technological skills needed in modern teaching.

This supports Bond et al. (2021) and Rapanta et al. (2021), who stated that technological competence enhances instructional delivery, flexibility, and student engagement.

In terms of **course administration**, the overall mean was **3.95** with a standard deviation of **0.948**, interpreted as **Extensive**. This shows that teachers frequently organize courses, use class discussions, manage instructional components, and create activities that increase communication and interaction. These findings indicate that teachers are capable of structuring courses and managing learning activities effectively. This supports Martin et al. (2022), who emphasized that course administration helps provide clear learning pathways and organized instruction.

The summary of teaching competency shows an overall mean of **3.97** with a standard deviation of **0.948**, interpreted as **Extensive**. Among the indicators, **technology** obtained the highest mean of **4.00**, followed by **pedagogy** with **3.99**, **facilitation** with **3.96**, and **course administration** with **3.95**. These findings indicate that teachers generally demonstrate strong competency across all domains. This supports Simsek et al. (2021), who described teaching competency as a multidimensional construct involving pedagogy, facilitation, technology, and course administration.

Extent of Teaching Mixed-Ability
The extent of teaching mixed-ability was measured in terms of teaching and learning, students' motivation, materials, and classroom management.

In terms of **teaching and learning**, the overall mean was **4.00** with a standard deviation of **0.824**, interpreted as **Extensive**. Since the negatively worded items were reverse-coded, higher scores indicate favorable perceptions toward teaching mixed-ability. The findings show that teachers are aware of learning gaps, communication difficulties, and the need to adapt lessons for diverse learners. This supports Tomlinson (2021), who emphasized the importance of flexible and differentiated instruction in mixed-ability classrooms.

In terms of **students' motivation**, the overall mean was **4.01** with a standard deviation of **0.817**, interpreted as **Extensive**. The highest indicators were related to maintaining students' interest, fairness, and confidence. This suggests that teachers recognize the importance of sustaining motivation among learners with different abilities. This finding aligns with Hornstra et al. (2020), who emphasized that motivation is a critical factor in mixed-ability instruction.

In terms of **materials**, the overall mean was **3.96** with a standard deviation of **0.818**, interpreted as **Extensive**. The results show that teachers are aware of the limitations of textbooks, teacher's guides, and fixed lesson plans in addressing the needs of diverse learners. This suggests the need for more flexible and adaptable instructional materials. This supports Tomlinson (2021) and Heng et al. (2023), who stressed that differentiated materials are necessary to meet varied learner needs.

In terms of **classroom management**, the overall mean was **3.99** with a standard deviation of **0.886**, interpreted as **Extensive**. The highest-rated indicators were providing additional activities for students who finish early, allowing time to take notes, and changing partners to improve interaction. These findings suggest that teachers use classroom management strategies that promote engagement, pacing, collaboration, and inclusion. This aligns with Korpershoek et al. (2020), who emphasized that effective classroom management supports participation and learning in diverse classrooms.

The summary of teaching mixed-ability shows an overall mean of **3.99** with a standard deviation of **0.846**, interpreted as **Extensive**. Among the indicators, **students' motivation** obtained the highest mean of **4.01**, followed by **teaching and learning** with **4.00**, **classroom management** with **3.99**, and **materials** with **3.96**. These findings indicate that teachers frequently demonstrate practices that support mixed-ability instruction. This supports Tomlinson (2021), who stated that effective mixed-ability teaching requires differentiated strategies, flexible planning, and inclusive classroom practices.

Significant Relationship Between Teaching Competency and Teaching Mixed-Ability
Table 11 shows that teaching competency has a significant relationship with teaching mixed-ability. All p-values were **0.001**, which are below the 0.05 level of significance. Therefore, the null hypothesis is rejected.

The overall teaching competency was significantly related to teaching and learning **(r = .816, p = .001)**, students' motivation **(r = .796, p = .001)**, materials **(r = .762, p = .001)**, classroom management **(r = .749, p = .001)**, and overall teaching mixed-ability **(r = .781, p = .001)**. These results indicate that higher teaching competency is associated with stronger mixed-ability teaching practices.

Among the domains, **pedagogy** showed the strongest relationship with overall teaching mixed-ability **(r = .820, p = .001)**. This means that teachers who are competent in lesson planning, instructional delivery, and teaching strategies are more capable of addressing diverse learner needs. Facilitation, technology, and course administration also showed strong and

significant relationships with teaching mixed-ability. These findings support Simsek et al. (2021) and Heng et al. (2023), who emphasized that teacher competency is essential in managing diverse and mixed-ability classrooms.

Influence of Teaching Competency on Teaching Mixed-Ability

Table 12 presents the regression analysis on the influence of teaching competency on teaching mixed-ability. The regression model was statistically significant, with **F = 126.492** and **p < .001**. The correlation coefficient of **R = 0.875** indicates a strong positive relationship between teaching competency and teaching mixed-ability. The coefficient of determination, **R^2 = 0.765**, means that **76.5%** of the variation in teaching mixed-ability is explained by the combined domains of teaching competency.

Among the predictors, **pedagogy** had the strongest influence on teaching mixed-ability **(β = 0.722, p = 0.000)**. This indicates that teachers' ability to design, organize, and deliver instruction plays the most important role in managing mixed-ability classrooms. This was followed by **course administration (β = 0.238, p = 0.000)**, which shows that organized lessons, activities, and classroom processes also contribute to effective mixed-ability teaching. **Facilitation (β = 0.084, p = 0.001)** and **technology (β = 0.018, p = 0.000)** also showed significant but weaker influence.

These results indicate that all domains of teaching competency significantly influence teaching mixed-ability. Thus, the null hypothesis stating that none of the domains of teaching competency significantly influence teaching mixed-ability is rejected. The findings show that strengthening pedagogy, facilitation, technology, and course administration can improve teachers' ability to manage diverse learners.

The findings are supported by **Self-Determination Theory**, **Universal Design for Learning**, and **Cognitive Load Theory**. Self-Determination Theory explains that students are more motivated when teachers support their competence, autonomy, and relatedness. Universal Design for Learning supports the use of flexible strategies that address learner differences. Cognitive Load Theory emphasizes the importance of clear and organized instruction to reduce unnecessary learning difficulty. Overall, these theories affirm that competent teachers are more capable of creating inclusive, responsive, and effective learning environments for mixed-ability classrooms.

Summary

(1) The main focus of the study was to determine the significance of the relationship between teaching competency and teaching mixed-ability. The research was carried out among one hundred sixty (160) educators within Tagum City's Division. A quantitative method employing the design of the descriptive correlational study was utilized, with adapted survey questionnaires serving as the primary instruments for data collection. These instruments underwent confirmation by a group of specialists and where pilot testing is conducted to guarantee internal consistency and dependability. prior to their administration. The data was analyzed using statistical techniques such multiple regression analysis, Pearson product moment correlation, and weighted mean. The hypotheses of the studies were evaluated at the 0.05 significance level.

(2) The study's main conclusions revealed that the extent of teaching competency of teachers is extensive across all domains, namely pedagogy, facilitation, technology, and course administration. This suggests that educators in the Division of Tagum City consistently demonstrate the necessary competencies required for effective instructional delivery. Likewise, the extent of teaching mixed-ability is also extensive in terms of teaching and learning, students' motivation, materials, and classroom management, suggesting that teachers are generally capable of meeting the various needs of students in heterogeneous classroom settings.

(3) Further, the study established that there is a significant relationship between teaching competency and teaching mixed-ability. This finding implies that greater concentrations of teaching competency are linked to enhanced ability to manage mixed-ability classes effectively. It highlights that competency in pedagogy, facilitation, technology, and course administration are essential in enabling teachers to respond to learners with varying abilities, learning styles, and motivation levels. The result underscores that teaching competency plays a critical role in promoting inclusive and equitable classroom practices.

(4) In addition, the results of the regression analysis revealed that the domains of teaching competency significantly influence teaching mixed-ability, with pedagogy becoming the most reliable predictor, followed by course administration, facilitation, and technology. This indicates that while all domains contribute to teaching effectiveness in mixed-ability settings, the ability to design and deliver instruction remains the most influential factor. Consequently, the hypotheses asserting that there is no significant relationship between teaching competency and teaching mixed-ability and that none of the domains of teaching competency greatly impact teaching mixed-ability were both rejected. These findings emphasize the importance of strengthening teachers' competencies as a means of enhancing their capacity to manage diverse classrooms effectively and to ensure meaningful chances for learning for every student.

Conclusions

(1) The results of this investigation led to the conclusion that teaching competency among teachers in the Division of Tagum City is consistently demonstrated across the domains of pedagogy, facilitation, technology, and course administration. The overall extensive level indicates that teachers are generally possessing the expertise and abilities

necessary to design, deliver, and manage instruction effectively. This suggests that teaching competency is not only present but also regularly practiced in classroom settings. The results affirm that these competencies function as interrelated components of effective teaching, where pedagogy serves as the core, supported by facilitation, technology integration, and organized course management.

(2) Similarly, the study concludes that teaching mixed-ability is also extensively practiced in terms of teaching and learning, students' motivation, materials, and classroom management. This implies that teachers are capable of addressing the various needs of students and maintaining inclusive classroom environments. The findings suggest that teachers are able to balance instructional demands with learner variability, ensuring that both advanced and struggling students are provided with meaningful learning opportunities. This reflects a teaching environment that promotes engagement, equity, and responsiveness to individual differences.

(3) Also, the study establishes that there is a significant relationship between teaching competency and teaching mixed-ability, resulting in the null hypothesis being rejected. This suggests that teaching competency is a critical determinant of teachers' effectiveness in managing mixed-ability classrooms. Teachers who demonstrate higher levels of competency are more capable of adapting instruction, facilitating interaction, and organizing learning experiences that cater to diverse learners. This conclusion underscores the importance of strengthening teaching competency as a means of improving inclusive education practices and ensuring that all learners benefit from classroom instruction.

(4) Further, the results of the regression analysis confirm that all domains of teaching competency significantly predict teaching mixed-ability, with pedagogy emerging as the strongest predictor. This finding causes the rejection of the second null hypotheses and highlights that instructional design and delivery play a central role in addressing classroom diversity. Course administration, facilitation, and technology also contribute significantly, indicating that effective organization, interaction, and resource utilization are essential in supporting mixed-ability teaching. These results emphasize that teaching competency operates as a comprehensive system where each domain contributes to the overall effectiveness of instruction.

(5) Lastly, the conclusions of this study are supported by key theoretical frameworks. The results are in line with self-determination theory, it highlights that teachers' competencies foster students' sense of competence, autonomy, and relatedness, thereby enhancing motivation in diverse classrooms. The results also align with universal design for learning, which advocates for flexible and inclusive instructional approaches that accommodate learner variability. In addition, the study supports cognitive load theory, as teachers' competencies in structuring lessons and managing instruction help reduce cognitive overload and improve learning efficiency. Overall, the research concludes that teaching competency is essential factor in successfully managing mixed-ability classrooms and in promoting fair and effective learning experiences for all students.

Recommendations

The following suggestions are made in view of the facts and conclusions mentioned above:

For the higher officials, it is highly recommended that higher-ranking Department of Education officials, particularly the Schools Division Office of Tagum City through the Curriculum Implementation Division and the Human Resource Development Section, strengthen programs for focused professional development that emphasize improving teaching competency in the areas of facilitation, course administration, and technology integration. Structured training programs should emphasize practical strategies for building learning communities, sustaining student motivation, and organizing modular and interactive lessons that cater to mixed-ability learners. Capacity-building initiatives should include workshops on differentiated instruction, development of adaptive instructional materials, and effective use of digital tools for personalized learning. Mechanisms for monitoring and assessment should be put in place to ensure that these programs lead to measurable improvements in classroom practices.

For the principals of schools, it is advised that they intensify educational leadership by providing continuous support and supervision in the implementation of teaching strategies that address mixed-ability classrooms. School heads should initiate Learning Action Cell sessions that focus on improving facilitation skills, particularly in fostering inclusive participation and student interaction. School-based training on course administration should be conducted to help teachers design more flexible lesson structures and interactive classroom activities. Provision of adequate technological resources and encouragement of collaborative lesson planning among teachers should also be prioritized to enhance consistency in instructional delivery across classrooms.

For the teachers, it is recommended that they further strengthen their competencies by adopting more differentiated and student-centered approaches in instruction. Greater emphasis should be placed on improving facilitation practices by actively engaging students in collaborative activities and building a supportive learning environment. Teachers should refine their course administration skills by organizing lessons into more flexible and adaptive formats that respond to students' varying needs. Increased utilization of technology should be practiced not only for content delivery but also for providing individualized learning pathways and addressing diverse learner abilities. Continuous self-reflection and participation in professional development activities should be pursued to address gaps in instructional practices.

It is advised that future researchers that they conduct similar studies focusing on specific variables that may further explain teaching mixed-ability, such as teacher self-efficacy, instructional leadership, and availability of learning resources. Expansion of the study to include other divisions or regions is suggested to enhance the findings' generalizability. Mixed-method approaches could be applied to obtain more deep comprehension of classroom practices and difficulties encountered by teachers. Further investigation on intervention programs aimed at improving facilitation, technology integration, and course administration is also encouraged to determine their effectiveness in enhancing teaching competency and mixed-ability instruction.

REFERENCES

1. *Abreh, M. K., & Wilmot, E. M. (2021). Classroom communication and students' learning outcomes: The role of teachers' feedback practices. Journal of Education and Practice, 12(20), 43–53.*
2. *Aldosemani, T. I. (2020). Students' perceptions of the impact of Blackboard on course administration, communication, and learning. Journal of Higher Education Computing, 32(1), 53–71.*
3. *Al-Hoorie, A. H., & MacIntyre, P. D. (2020). Contemporary languae motivation theory: 60 years since Gardner and Lambert (1959). Multilingual Matters.*
4. *Allen, M. (2017). The Communication Research Methods SAGE Encyclopedia. SAGE Publications.*
5. *Alqurashi, E. (2019). forecasting perceived learning and student happiness in online learning settings. 40(1), 133–148, Distance Education.*
6. *Aydin, M. (2023). Measuring teachers' and instructors' online teaching competencies: Scale adaptation and validation. International Journal of Educational Technology.*
7. *Bakker, A. B., & Wagner, D. T. (2020). Engagement in teaching: Lessons learned from positive psychology. Journal of Applied Research in Higher Education, 12(3), 343–355.*
8. *Biber, S. K., Kucuk, S., & Simsek, I. (2022). The instructors' competencies and experiences in online teaching. International Journal for Teaching and Learning in Higher Education.*
9. *Bond, M., Marín, V. I., Bedenlier, S., and Hückel, M. (2021). Mapping the first worldwide online semester of emergency remote instruction in higher education. 18(1), 1–24, International Journal of Educational Technology in Higher Education.*
10. *Caliwan, D. R. (2022). Teachers' differentiated instruction practices and challenges in the Philippine K-12 curriculum. International Journal of Research Studies in Education, 11(4), 55–68.*
11. *Celik, I., et al. (2023). Towards intelligent-TPACK: An empirical study on teachers' technological pedagogical knowledge. Computers & Education.*
12. *Chen, J. (2020). Culturally responsive teaching materials for diverse classrooms: A necessity for equity in education. Journal of Curriculum Studies, 52(6), 813–828.*
13. *Civitillo, S., Juang, L. P., Schachner, M. K., & Möller, K. (2021). Classroom management, multicultural climate, and student engagement: A multilevel study in diverse classrooms. Learning and Instruction, 72, 101203.*
14. *Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approach (5th ed.). SAGE Publications.*
15. *Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer Science & Business Media.*
16. *Espino-Díaz, L., G. Fernández-Caminero y C. Hernández-Lloret. (2020). Analyzing resources and strategies of teachers in mixed-ability classrooms: Evidence from developing contexts. Education Sciences, 10(12), 373.*
17. *Fiock, H., & Garcia, H. (2021). Designing a community of inquiry in online courses: An instructional design guide. Journal of Computing in Higher Education, 33(2), 346–368.*
18. *S. Freeman and associates (2019). Students do better in science, engineering, and math when they engage in active learning. National Academy of Sciences Proceedings. Summarized in Harvard Gazette.*
19. *Gheyssens, E., Symeonidis, V., & Vassilopoulos, A. (2020). Differentiated instruction in mixed-ability classrooms: Teacher knowledge and attitudes. European Journal of Special Needs Education, 35(5), 650–664.*
20. *Grammens, M., et al. (2022). A systematic review of teacher roles and competences for contemporary education. Teaching and Teacher Education.*
21. *Heng, D., Pang, S., & Em, S. (2023). Challenges of teaching mixed-ability EFL classes: A study of two private schools. PROJECT (Professional Journal of English Education, 6(3), 591–604.*
22. *Hornstra, L., Stroet, K., & Weijers, D. (2020). Teacher motivation strategies and student motivation outcomes in primary education. Instruction and Teacher Education, 92, 103043.*
23. *Impuesto, R. (2024). Influence of teachers' work conditions on classroom management practices. Journal of Interdisciplinary Perspectives.*
24. *Insorio, A.O. (2024). Teachers' research characteristics, competencies, motivation, and challenges: Basis for research manual. International Journal of Research in Education and Science (IJRES), 10(4), 799-825.*
25. *Israel, G. D. (2019). Determining sample size. University of Florida IFAS Extension.*
26. *Janssen, F. (2023). The indispensable role of goal constructs in teaching: directing behaviour and organising knowledge. Journal of Educational Studies.*
27. *Joho, C. (2024). Analyzing teachers' competencies in career guidance: A systematic review. Frontiers in Education.*
28. *Kalinowski, E., et al. (2024). The essential role of teacher self-efficacy and enthusiasm in differentiated instruction. Teaching and Teacher Education.*
29. *Kayaoglu, M. N., & Akbasli, S. (2021). Teacher autonomy in the use of textbooks: Challenges and opportunities in language classrooms. Innovation in Language Learning and Teaching, 15(2), 176–188.*

30. *Lipschuetz, A., Kebritchi, M., and Santiague, L. (2021). A survey of the literature on the problems and difficulties of instructing effective online courses in higher education. Educational Technology Systems Journal, 49(1), 5–22.*
31. *Khan, S., et al. (2024). Effect of lesson planning on academic performance: Evidence from the elementary level classroom. Journal of Educational Research (preprint).*
32. *Kim, J. (2021). Equity and inclusion in instructional design: Addressing diverse needs in mixed-ability classrooms. Teaching and Teacher Education, 104, 103382.*
33. *König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during the COVID-19 school closures: Teacher education and teacher competence effects among early career teachers in Germany. European Journal of Teacher Education, 43(4), 608–622.*
34. *Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2020). Effective classroom management strategies and classroom management programs for educational practice: A meta-analysis. Review of Educational Research, 90(5), 701–746.*
35. *Krishnan, I. A., Ching, H. S., Ramalingam, S., Maruthai, E., Kandasamy, P., Mello, G. D., & Joseph, R. (2022). The role of teacher immediacy in students' motivation and learning in online and blended contexts. Education and Information Technologies, 27(1), 1–20*
36. *Kuo, Y. C., Walker, A. E., Schroder, K. E. E., & Belland, B. R. (2021). Interaction, Internet self-efficacy, and self-regulated learning as predictors of student satisfaction in online education. The Internet and Higher Education, 50, 100806.*
37. *Liu, J., et al. (2024). How does active learning pedagogy shape learner engagement and curiosity? Frontiers in Education.*
38. *Lo, Y., & Lin, A. (2022). Equity in classroom materials: Challenges in mixed-ability education. International Journal of Inclusive Education, 26(9), 1063–1078.*
39. *Looney, J., & Tymms, P. (2020). Student motivation and the role of teachers: Lessons from international assessments. Oxford Review of Education, 46(3), 346–362.*
40. *Martin, A. J., & Collie, R. J. (2019). Teacher–student relationships and students' engagement in high school: Does the number of negative and positive relationships matter? Journal of Educational Psychology, 111(5), 861–876.*
41. *Marzano, R. J., & Toth, M. D. (2021). The handbook for classroom management that works. Solution Tree Press.*
42. *Mayo, C. L. (2023). The effects of professional development and teacher readiness on instructional quality. Journal of Research Initiatives.*
43. *Meyer, A., Rose, D. H., & Gordon, D. (2014). Universal design for learning: Theory and practice. CAST Professional Publishing.*
44. *Murawska, A. (2021). Motivation in mixed-ability classrooms: A challenge for inclusive education. Journal of Education and Learning, 10(2), 48–56.*
45. *Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice. Theory and Research in Education, 7(2), 133–144.*
46. *Nilholm, C., & Göransson, K. (2020). Conceptual diversities and empirical shortcomings: A critical analysis of research on inclusive education. European Journal of Special Needs Education, 35(1), 7– 23.*
47. *Ouyang, F., & Scharber, C. (2021). The influences of an experienced instructor's facilitation on online students' performance and engagement. Journal of Computing in Higher Education, 33(1), 80– 102.*
48. *Organisation for Economic Co-operation and Development. (2022). Education at a glance 2022: OECD indicators. OECD Publishing.*
49. *Peng, C. (2021). A conceptual analysis of students' and teachers' excitement outcomes. Frontiers in Psychology.*
50. *Pólyáncíková, E., & Černotová, M. (2022). Personalization in education and its impact on student engagement and classroom management. Journal of Pedagogical Research, 6(1), 145–160.*
51. *Prast, E. J., van de Weijer-Bergsma, E., Kroesbergen, E. H., & van Luit, J. E. H. (2020). Differentiated instruction in practice: Student engagement and teacher support in primary school classrooms. Teaching and Teacher Education, 91, 103062.*
52. *Queirós, A., Faria, D., & Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. European Journal of Education Studies, 3(9), 369–387.*
53. *Rafiq, K. R. M., et al. (2022). Re-envisioning technological pedagogical content knowledge for language teaching. Education and Information Technologies.*
54. *Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2021). Online university teaching during and after the pandemic: Refocusing teacher presence and learning activity. Postdigital Science and Education, 3(3), 923–945.*
55. *Rose, D. H., & Meyer, A. (2002). Teaching every student in the digital age: Universal design for learning. ASCD.*
56. *Sarmiento, J. P., & Orale, R. L. (2021). Challenges in teaching K to 12 curriculum in the Philippines: A teacher's perspective. International Journal of Academic Research in Progressive Education and Development, 10(2), 119–132.*
57. *Scherer, R., Siddiq, F., Tondeur, J., and Howard, S. K. (2021). Assessing the preparedness of higher education instructors for online instruction: Who is prepared? Human Behavior and Computers, 118, 106675.*
58. *Sharma, U., Loreman, T., & Forlin, C. (2021). Measuring teacher efficacy to implement inclusive practices. International Journal of Inclusive Education, 25(4), 401–417.*
59. *Simsek, I., et al. (2021). Development of an online teaching competency scale for university instructors. Open Praxis, 13(2).*
60. *Smit, R., & Humpert, W. (2022). Differentiated instruction in mixed-ability classrooms: Teachers' perceptions and practices. Frontiers in Education, 7, 837256.*
61. *Stenbom, S. (2021). A systematic review of the Community of Inquiry survey. The Internet and Higher Education, 50, 100814.*
62. *Suprayogi, M. N., Valcke, M., & Godwin, R. (2020). Teachers and their implementation of differentiated instruction in the classroom. Teaching and Teacher Education, 67, 171–182.*
63. *Sweller, J. (1988). Learning is impacted by cognitive load during problem solving. 12(2), 257–285, Cognitive Science.*
64. *Tan, R., Hernandez, J., & Cruz, M. (2025). Teacher well-being and responsibility in private schools in Metro Manila. Education Sciences, 15(2), 120–134.*
65. *Tomlinson, C. A. (2021). So each may soar: The principles and practices of learner-centered classrooms. ASCD.*
66. *Tondeur, J., Scherer, R., & Siddiq, F. (2021). A multilevel analysis of teachers' ICT competencies: The role of school characteristics. Computers & Education, 168, 104215.*

67. *Valtonen, T., Sointu, E., & Kukkonen, J. (2022). Examining teachers' technological pedagogical content knowledge: A systematic review. Computers & Education, 175, 104344.*
68. *van der Veen, C., de Jong, T., & van den Broek, P. W. (2022). Multimodal resources in differentiated instruction: Enhancing learning in mixed-ability classrooms. Learning and Instruction, 77, 101547.*
69. *Yan, X., et al. (2023). Perceived teacher enthusiasm and professional outcomes:Links to student motivation and achievement. Educational Psychology Review.*
70. *Yoon, J. (2021). The impact of teaching experience on teachers' instructional practices in diverse classrooms. International Journal of Educational Research, 105, 101717.*
71. *Zepeda, C. D., & Martínéz, R. (2020). Peer tutoring and collaborative learning: Enhancing engagement and reducing classroom management issues. Journal of Educational Psychology, 112(8), 1586–1598.*
72. *Zhang, H. (2024). Effect of teachers' teaching strategies on students' learning engagement in online environments. Education Research International.*