

# Professional Competencies of English Language Teachers: A Literature Review

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## Abstract

Professional competence is a dynamic process that improves working quality resulting in a teacher's professional development and self-improvement. Teachers' beliefs, best practices, and a supportive work environment are all essential factors in the development of professional competence during the span of a teacher's profession. Likely, teachers' notions of what teaching is and how it should be successfully done have an impact on the way they teach and learn. To be competent in their field, instructors must appreciate the value of reliable and well-maintained facilities, continuous training, workshops, appropriate learning environments, independent use of learning materials, and successful teaching methods. This entails mastering teaching and learning processes, resources, and educational technologies. Professional competence in education also involves the ability to motivate students, as well as high levels of talent and knowledge of the educational environment. This study based on a review of the literature aims to examine the professional competence of instructors and to improve teaching and learning methods in the classroom. The findings paint the picture of teacher professional development in the education environment for effective teaching and learning.

**Keywords:** Professional competencies, English teachers, working quality, teachers' professional development, self-improvement

## 1. Introduction

Professional competence refers to improved educational and teaching practices. In the discussion about professional competence, the quality of teaching must be the primary focus. The scope of professional competence is important to initiate, lead, and develop education and teaching. Also, the ability to provide research-based training in the relevant field or subject. The ability to interact on the issues related to improved teaching and learning in the education arena with the individual active role is included in the professional competence.

Apart from teaching skills and subject knowledge, a teacher must possess professional competence. The teacher has to manage the teaching and learning process which includes classroom management, incorporation of up-to-date teaching techniques, using advanced teaching resources, and evaluating the learning. A teacher must always be ready to use new teaching and learning material according to modern developments in education. Improving the quality of teaching practices is a need of time and it must be seriously addressed. One way to develop the faculty is to enhance their pedagogical competence and another is to enhance their professional ability through training, seminars, and workshops. According to National Education Policy 2021, specific qualifications have been prescribed for teachers teaching at various levels from primary to university education. It has also provided that teachers would be provided appropriate opportunities to improve their professionalism through training and refresher courses. It does not add to the professionalism of a teacher but it is an indicator of a teacher as an ideal educational reformer, communicator, and learning supporter. Professional competence improves the competence of classroom management, planning, and implementation. Nowadays all teachers as well as subject teachers agree to undergo professional training to increase rapid self-development and knowledge insight necessary for effective teaching. Some teachers are very active and capable of delivering effective knowledge to the learners but some teachers do not show good results and do not care about the importance of insight and knowledge to improve the competency in becoming a professional teacher. It is possible due to a lack of motivation or some other problem faced by the teacher. It is a fact that professional up-gradation improved the quality of teaching so that there is always novelty, fun, and interest in teaching with a difference. It is essential that public and private sector teachers working in their institutions need to have professional training for good teaching performance. Further, it is observed that improving the performance of teachers and teaching professional training are effective subject teachers' tools for quality teaching. It improves teachers' understanding and implementation of pedagogical competence. It positively impacts teachers' good management, curriculum development, and improving students' behavior and values. Professional development is the development of learning tools, making teaching material, teaching methods, techniques, and models

based on the institutional environment.

### *1.1 Purpose and the Research Synthesis Process*

The goal of this study is to find out more about teachers' Professional Skills (PSs) and how they improve the quality of teaching. The teachers' professional proficiency and Instructional quality were investigated using a literature review (LR) and research synthesis (RS) approach. This was made to provide recommendations and solutions for improving classroom practices. The terms research review, systematic review (SR), and research synthesis (RS) are frequently used interchangeably, and there is no agreement on whether any distinctions can be made to understand the underlying meaning of these three ideas. RS is a way to show how academic and social scientists show their intellectual history and produce study findings, new ideas, and inventions. RS is a way to do this systematically. The RS technique entails selecting subjects and doing research, classifying and categorizing the material to be used, combining the studies, and finally writing the report. It is a method of summarizing or combining paper summaries in a meaningful way while incorporating the writer's or researcher's personal opinions and thoughts organized around the specified theme(s) for greater understanding and clarity for the readers. This is a higher-level skill assignment that requires the researcher and writer to consider the sources they used in their research in greater depth. All of the stages of research synthesis help with the literature review process. They say that the problem formulation, literature search, data evaluation, data analysis, explanation of findings, and public presentation of conclusions. Literature review is "a process of looking into every subject in the area that compares and contrasts the perspectives and issues of different writers. "Similar findings reached by members of the same community of writers would go through the following steps: criticize the methodological aspects; look at points of contention by various scholars in the same region; concentrate on and highlight the standout studies and research holes; compare the relationship of the current analysis with previous studies and general literature; and finally, conclude and summarize what the literature suggests about the studied phenomenon.

## **2. Method and Process of Inclusion**

The literature was explored using keywords such as "Instructional quality", "Professional Competence" and "pedagogical competence," and professional competence factors of teachers in developing countries on Google, Google Scholar, Emerald, Springer, Science Direct (Elsevier), Eric, Taylor & Francis, and Sage databases. After searching these multiple databases, 38 articles were located.

### *2.1 Selection Process and Criteria for Inclusion*

Theses and papers were left out of the procedure without any interference. There were a lot of different types of papers that talked about teachers' Professional Competence and how well teachers bring quality to their Instruction. They were grouped by that topic, as well as words like "competence," "education," and "student." The papers were written in the developed world and ranged from 2013 to now. All of the publications were put into three main groups based on the study's title and goal. To reduce the number of publications and make the analytic procedure as quick and convenient as possible, the papers were chosen based on their most recent years. Table 1 lists the topics that appeared in all of the studies that were chosen, as well as the number of times each theme appeared.

### *2.2 Characteristics of the Studies*

This study investigates the best Professional competencies that improve teaching skills, and practices in a classroom environment as stated i.e. (a). The Professional Competence in the educational environment produces a competitive element over the other candidates and builds a strong reputation within the institution. In this way, the quality of teaching practices improves. (b). Professionally competent Teachers provide more cognitively activating instruction and better learning support, with the latter on student motivation. (c). The Professional competent teachers had better Pedagogical Content Knowledge, endorsed constructivist beliefs, and are enthusiastic about teaching showing higher achievement gains. In addition, students whose teachers were enthusiastic about teaching showed a significant increase in learning enjoyment. (d). Professionally well-aware teachers provided better learning support and classroom management, which in turn had positive effects on students' learning motivation. (e). Teachers' professional competence, knowledge, skills, beliefs and motivation is a predictor of teachers' professional well-being and success. (f). The professional competence of a teacher is of paramount importance that is based on the professional qualification, training, and refresher courses that a teacher receives throughout life. (g). The study further looks into the professional competence of a teacher that making it possible to identify certain character traits that affect professional competencies. These include resilience, personal effectiveness and emotional intelligence. (h). The indicators of resilience are the ability to positively influence the situation, adaption to the unexpected environment, flexibility, quick response, maintain good relationships with others, and ability to solve problems. (i). Personal effectiveness is considered to apply different teaching methods to support and help when there is a significant need. (j). Emotional intelligence is characterized by stress resistance, initiative and self-regulation. (k). Digital competence is one of the important factors in teachers' professional competence. It is the requirement of the modern age. Teaching with the use of technology supports teaching practices and improves learning understanding. (l). Study highlights that professional competence is a process that requires a teacher to constantly improve, and acquire new knowledge and skills for professional development. The professional competence of a teacher depends on his/ her personal characteristics, the main source of which is learning and experience. (m). Teacher being knowledgeable is an important element for professional development. This type of knowledge is not everyday knowledge; rather, it is subject-specific knowledge which is highly associated with quality teaching practices.

Table 1. Division of articles as per themes and area of study

S.No.	Theme or Area of Study	Articles
1	Professional Competence as the Process of Teachers Beliefs and Practices	09
2	Professional Competence as a means of Improving Instructional Quality	09
3	Professional Competence as the Process of managing Conducive Environments for lifelong learning	09
4	Professional Competence as an Essential factor for Sustainable development	09
<b>Total Articles</b>		<b>36</b>

### 3. Results and Discussion

#### 3.1 Professional Competence as the Process of Teachers Beliefs and Practices

Teachers' beliefs have been shown to affect learner achievement because they are such important factors in their decisions and actions. To put it another way, teacher beliefs are related to student achievement. In certain cases, students' academic failure has been attributed to teachers' perceptions of them. Teachers often have low expectations of their students, which can become a self-fulfilling prophecy since those beliefs direct the teacher's actions, classroom decisions, and activities. Furthermore, teachers' perceptions of the class's or individual students' academic ability may influence their curricular, instructional, or evaluative decisions (Kaymakamoglu, 2018). Teachers' assumptions about the essence of knowledge and the nature of learning, in turn, form their views on students' future academic achievement. Teachers' beliefs about what learning is, how learners learn best, who the ideal teacher is, who the ideal learner is, and other factors related to learning and teaching can influence their instructional practices in the act of learning and teaching (Yasmin & Sohail, 2017). As a result, researchers propose that if the teacher-as-educator is continually re-evaluating his or her ideas about language, how language is taught, or education in general in light of new knowledge, it is critical that teachers first consider and express their theoretical perspectives. Teachers' beliefs of them affect their pedagogical and methodological choices, decisions, and behavior (Yasmin & Sohail, 2018). Teachers' positions in the learning and teaching process are aligned with both their values and their professional context (Gilakjani & Sabouri, 2017). Teachers believe that their function in the classroom is to provide valuable learning opportunities, serve as a model of proper language use, respond to students' questions, and correct students' errors. They also claimed that teachers assist students in identifying successful learning techniques, passing on knowledge and skills to their students, and modifying teaching methods to suit the needs of their students (Van Ha & Murray, 2021). Learning, according to the teacher, can be generated by transforming information, facilitating learning, cooperation, and active involvement of learners. Learners, methods, learning skills, self-inquiry, social, and communication skills are all highlighted. In terms of power dynamics, the instructor is viewed as a learner among learners, and personal knowledge construction is emphasized. Learners are primarily internally driven, and the curriculum is seen as complex. In comparison to a conventional educational model, the assessment of students' learning is process-oriented. To put it another way, teachers with a conventional view of teaching and learning have a lot of influence over the instructional process and tend to spend a lot of time involving students in high-structure activities (Tadesse et al., 2021). Furthermore, the relationship between teachers' expertise and classroom organization or instructional support, as well as the consistency of teachers' behavioral support and instructional support is highly influenced in classrooms by teachers' child-centered values (Hu et al., 2017). Dewey argued as early as 1910 that teachers' decisions and instructional methods are typically the product of their beliefs. Teachers' views about the need for reliable, well-maintained facilities, acceptable learning areas, and autonomous use of learning materials, as well as their knowledge of teaching strategies, are key points of developmentally appropriate for teachers' competence. It was also discovered that the physical characteristics of schools and characteristics of children influence teachers' and children's attention, increase motivation and focus, promote engagement, prepare them for the next activity, provide them with different experiences, and develop teacher-child and child-child educational interactions (Sahin-Sak, 2016). Teachers' aspirations have changed as a result of technological advances. Teachers are also required to better prepare students with 21st-century skills, so it's important to consider teachers' perspectives on the role of technology in teaching and learning, as well as the skills that their students need to succeed (O'Neal et al., 2017).

Table 2. Professional Competence as the Process of Teachers Beliefs and Practices

Author(s) Year	Method	Tool(s)	Sample	Variable(s)	Country
Sahin-Sak, (2016)	Qualitative	Case Study Ethnographic	04 Preschool Teachers	Classroom Management, Beliefs, Practices	Turkey
O'Neal et al., (2017)	Qualitative	Focus Group	09 Participants	21 <sup>st</sup> Century Skills Integration of Tech	USA
Hu et al., (2017)	Quantitative	Survey	180 Participants	Teacher-child interaction, beliefs	China
Tadesse et al., (2021)	Qualitative	Interview	12 Participants	Learned-centered Pedagogy, Perception	Eriteria (East Africa)
Kaymakamoglu (2018)	Qualitative	Semi-Structured Interviews Observation	10 EFL teachers	Teacher belief, COLT, Constructivism	Turkey
Yasmin and Sohail (2017)	Qualitative	Semi-Structured Interviews	16 English Language Teachers	Learner autonomy, English Teachers, Learner independence	Pakistan
Yasmin and Sohail	Qualitative	Semi-structured	16 University	English Language Learning (ELL),	Pakistan

(2018)		Interviews	Teachers	Learner Motivation, English language attributes	
Gilakjani and Sabouri, (2017)	Qualitative	Literature Review	English Language Teachers	Teacher belief, learning, sources	Iran
Van Ha & Murray (2021)	Qualitative	Semi-structured interviews	10 EFL teachers	Professional development, teacher beliefs	Australia

3.2 Professional Competence as a Means of Improving Instructional Quality

Professional excellence in teaching practice should be centered on (a) content focus: activities that are focused on subject matter content and how students learn that content; and (b) student learning focus: activities that are focused on how students learn that content. (b) active learning: instead of passively listening to lectures, teachers should observe, receive input, review student work, or give presentations; Content, objectives, and activities that are compatible with the school curriculum and goals, teacher awareness, and Instructional Coaching Practices improve the efficacy of professional development (c) coherence: content, goals, and activities that are consistent with the school curriculum and goals, teacher knowledge, and Instructional Coaching Practices. (d) long-term professional development: events that last beyond the academic year; and (e) collective participation: to create an engaging learning community, groups of teachers from the same grade, subject, or school engage in Professional Development activities together (Desimone & Pak, 2016). Teacher professional development has an effect on the standard of teaching, motivational discourse, and constructive classroom discourse activities, all of which are linked to students' intrinsic desire to learn (Kiemer et al., 2018). Three aspects of teaching efficiency, are cognitive activation, positive environment, and classroom management, all of which refer to real teacher-student interactions in the classroom, and providing high-quality instruction, which influences student development (Fauth et al., 2019). While the power dynamic between an instructional leader and an instructor must be understood, it is critical that it not detract from the overarching objective of enhancing instruction and, as a result, student learning. The overarching aim of instructional leaders is to increase student success by developing school culture with these three aspects in mind: academic focus, faculty confidence, and mutual efficacy. High-quality instruction is urgently needed. A critical component to developing a community of learning and understanding is preparation. With the trust and partnership between the instructor and instructional leader, evaluation for learning and assessment as learning encourage students and teachers to work together on a shared path to progress (DiPaola & Hoy, 2014).

Table 3. Professional Competence as a means of Improving Instructional Quality

Author(s)/Year	Method	Tool(s)	Sample	Variable(s)	Country
Burić & Kim, (2020)	Quantitative	Survey, questionnaire Empirical	94 teachers 2078 students	Teacher self-efficacy, modeling, instructional quality	UK
Toropova et al., (2020)	Qualitative Exploratory	Confirmatory factor analysis and structural equation modeling	24 teachers	Teacher job satisfaction, teacher retention,	Sweden
Fauth et al., (2019)	Quantitative	Questionnaire Standardized Tests	1070 students 54 teachers	Teacher competency, teaching quality	Germany
Tolipov (2019)	Qualitative	Interviews	12 teachers	Pedagogical Competence, Pedagogical empathy	Uzbekistan
Desimone & Pak, (2016)	Quantitative	Quasi-Experimental	Experimental	Professional development, Instructional coaching, literacy	Ohio, USA
DiPaola & Hoy (2016)	Qualitative	Case study Interviews	Reviews	Instructional quality, efficacy,	Arizona, USA
Kiemer et al., (2016)	Quantitative	Questionnaire	226 Students 10 Teachers	Teacher Development, Professional Classroom discourse	Portugal
Pujiastuti et al., (2017)	Qualitative	Descriptive Analysis	40 teachers	Work Environment, Work motivation, Professional Competence	Indonesia
Marioni et al., (2019)	Quantitative	Questionnaire Survey	42 teachers	Teacher-student match, fixed effect, work environment	Brazil

Teacher self-efficacy is one of the most critical motivational factors that affect teachers' instructional quality (classroom management, cognitive activation, and positive climate) as well as students' motivational beliefs (Burić & Kim, 2020). Pedagogical empathy and social reflection encompass the core of pedagogical competence. Empathy is the ability to consider another person's emotional state when caring about one's subjective environment. Empathy is a significant technique for educational or educational programs, as well as a method used in pedagogical professional activities. Pedagogical empathy is a process of recognizing students' actions, feelings, desires, perceptions, parents, and colleagues so that the pedagogue can consider the student's personalities and wishes and therefore effectively influence them. It allows educational institution teachers to read their inner spiritual state, experiences, emotions, and lifestyle plans by observing their behavior and gestures. As a consequence, the pedagogue can effectively coordinate, monitor, and analyze educational and instructional activities while minimizing inconsistency. To grasp the idea of social reflection, recognize that it is an activity that requires thinking about the nature of one's personal feelings, emotions, and thoughts to comprehend one's actions and their foundation. Socio-reflection is a person's self-esteem and capacity to self-evaluate the pedagogical sociology of the pedagogue's aspiration to observe and understand the teacher's

attitudes, values, acts, peculiarities, and interpretation of students, as well as the ability to view and evaluate how the student, parent, colleague, and managers can look at their self-image. The teacher's overall culture is expressed in every move and the words he makes (Tolipov, 2019). The consistency and efficiency of a teacher's instruction is a success that a teacher can achieve in carrying out duties and obligations to achieve the desired goals. A person's performance can be enhanced if the job and his or her qualifications are a good match, as well as teacher placement in the field of duty. Professional teachers are expected to not only master the field of teaching, teaching materials, and learning techniques, but also to inspire students, possess high skills, and have a wide understanding of the educational environment. However, a thorough knowledge of human nature and culture is needed. It is focused on the teacher's attitude and work culture, as well as his commitment to teaching (Pujiastuti et al.,2017). Toropova et al. (2020) demonstrate that the consistency of a teacher's instructional output is affected by the work environment. Similarly, Marioni et al., (2019) argued that the work environment has an effect on teachers' performance and that they must be mentally prepared, and physically safe, consider the situation and circumstances, and aim to achieve the goal of working to improve instructional practices.

3.3 Professional Competence as the Process of Managing Conducive Environments for Lifelong Learning

Professional teachers' teaching abilities and life-long learning competencies include pedagogical skills, being well-spoken, having good mental and physical health, being flexible and tolerant; having a proclivity to work with the younger generation, having good communicative and observational skills, tact, a vivid imagination, and leadership throughout their professional careers (Mandal, 2018). In this sense, a positive work environment is critical to an organization's success and efficiency (Hussain & Diaz, 2020; Oyerinde, 2020). Teachers' lifelong learning competencies and educational technology competencies were compared, and it was discovered that there is a moderate, constructive, and meaningful relationship between the two. As a result, it can be seen that as a teacher's lifelong learning competencies increase, so do their instructional technology competencies. Teachers who keep up with the constantly evolving educational technologies and are proficient in educational technology standards feel compelled to continue their education in this field (Kan & Murat, 2020). The Main competencies for Lifelong Learning for successful pedagogy in a suitable setting are inspiration, communicative competence, learning-to-learn competence, and cultural awareness and speech competence (Koruts et al., 2020). Rapid technological advancements have necessitated a rethinking of the learning-teaching process and the enhancement of individuals' lifelong learning abilities. Individuals must be raised by the needs of the moment, so lifelong education is considered necessary. The educational system, in which students get immediate information and participate passively in the educational process, has been replaced by a new educational system, in which students actively engage in the learning process, analyze the cause and effect relationships of events, and generate solutions to problems by applying new knowledge to new situations. Furthermore, lifelong learning is characterized as a process by which individuals complete their personal, social, and occupational expertise development to enhance the overall quality of their lives and the lives of others (Siddiqui et al., 2020). According to Taranto and Buchanan (2020), prospective teachers should develop lifelong professional competence to enhance their ability to learn, easily access reliable knowledge and use it efficiently, make learning a part of their lives, provide learning skills, interact effectively, master technology, and build a favorable environment (Lockley-Scott, 2019) in their career. The rapidly evolving demands of teachers' personal and professional environments necessitate the creation of fluid and versatile self-identities in today's world. Teachers grow and become life-long learners by actively and reflexively constructing identities. Family histories and personal educational experiences, awareness of a need to improve or negotiate, administrative and collegial support, organizational culture, time and workload management problems, motivation based on inner values, and emotional engagement in the career are some of the main elements that provide insight into creating a better learning environment (Moghal, 2017).

Table 5. Professional Competence as the Process of managing Conducive Environments for lifelong learning

Author(s) Year	Method	Tool(s)	Sample	Variable(s)	Country
Lockley-Scott (2019)	Qualitative	Case Study	22 teachers	Case study, safe space, prevent strategy	UK
Siddiqui et al., (2020)	Qualitative	Case Study Ethnographic study	03 education systems of Pakistan, Malaysia & Finland	Education system, Epistemology	Pakistan
Moghal (2017)	Qualitative	Narrative analysis	25 teachers	Teacher Identity, Lifelong learning	Pakistan
Taranto & Buchanan (2020)	Qualitative	Exploratory	Pre-Service Teachers	Self Regulated Learning, Life Long Learning, Sustainable education	Australia
Koruts et al., (2020)	Qualitative	Analysis	Theories Models Document analysis	Lifelong learning competences, structure of competence, active teaching method	Ukraine
Oyerinde (2020)	Quantitative	Survey Questionnaire	461 Participants	Leadership style, Institutional effectiveness	Nigeria
Hussain & Diaz (2020)	Quantitative	Survey Questionnaire	100 Participants	Job satisfaction, employee motivation, work performance	Taiwan
Mandal (2018)	Qualitative	Interviews Analysis	School Teachers	Teacher competencies, innovation, creativity, critical thinking	India
Kan & Murat (2020)	Quantitative	Descriptive Analysis	220 Male 374 females	Education technology standards, Lifelong learning	Turkey

3.4 Professional Competence as an Essential factor for Sustainable Development

Education for Sustainable Development has developed into a core concept that seeks to use education to counter poverty, environmental harm, and social inequality. It is viewed as a mechanism for changing people's attitudes, beliefs, and lifestyles by raising environmental consciousness and ensuring SD for people all over the world (Biasutti & Frate, 2017; Kalsoom, 2019; Saqib et al., 2020). Furthermore, in a world that is becoming increasingly dynamic and interconnected, with a very real existential challenge like climate change, there is a rising need for education that goes beyond learning information and skills to find work (Dumitru, 2017). The United Nations designated 2005–2014 as the decade of ESD, with advisory meetings and conferences held around the world to advance the ESD agenda. Today, ESD is gaining traction as a viable tool for ensuring sustainability, especially in higher education institutions (Molderez & Fonseca, 2018). ESD focuses on teaching students and individuals how to inspire and empower them to participate in sustainable actions by taking into account current and potential economic, political, cultural, and environmental effects, both locally and globally (Lovren et al., 2020). ESD, according to Owens (2017), is an "educational mechanism characterized by approaches and methods aimed at cultivating knowledge about issues related to sustainable development." The concept of ESD has two basic characteristics, according to UNESCO's definition: holism and pluralism. The former is concerned with content, while the latter is concerned with pedagogy. ESD aims to foster education in such a way that students can understand the world through their own experiences and improve long-term practical skills (Kalsoom, 2019).

Table 6. Professional Competence as an Essential factor for Sustainable development

Author(s) Year	Method	Tool(s)	Sample	Variable(s)	Country
Redondo and Ladage (2022)	Qualitative	Exploratory	26 School teachers	Pedagogy, innovation, education for sustainable development	France
Owens (2017)	Qualitative	Review	Document Analysis	Sustainable Development, Sustainable Future	France
Saqib et al., (2020)	Quantitative	Survey Questionnaire	120 Teachers 1915 Students	Perception, Sustainable development, Sustainable Consciousness	China
Biasutti and Frate (2017)	Quantitative	Survey Questionnaire	484 Male 356 Female	Education for sustainability, sustainable attitude, sustainable assessment	Italy
Lovren et al., (2020)	Qualitative	Content analysis	Faculty teachers	ESD, Learning outcomes, Learning objectives	Serbia
Nikolic et al.,	Qualitative	Desktop research Interviews, comparative analysis	30 participants	Sustainable, development	Serbia
Kalsoom (2019)	Qualitative	Content analysis, interviews	Faculty members	ESD, Teacher Education, Teaching standard	Pakistan
Dumitru (2017)	Qualitative	Content analysis, Desk research Case study, structured interviews	03 Experts	Pedagogical training, Educate for sustainable development	Rumania
Lozano et al., (2017)	Hermeneutics and Quantitative (Grounded Theory)	Comparative Analysis, Interpretation	Review of papers	Education for sustainable development, Pedagogy, teaching and learning	Sweden

Future leaders, decision-makers, educators, and change agents will benefit from pedagogical competence for sustainable growth, which offers a more comprehensive, holistic, and systematic sustainability education (Lozano et al., 2017). Critical thinking and interpretation, interpersonal relations and teamwork, empathy and perspective change, communication and media use, strategic action, personal engagement, appraisal and evaluation, and tolerance for ambiguity and confusion are all important factors for long-term educational success, according to the researcher. Dumitru (2017) went on to suggest that for teachers' professional development, their training program should include sustainable development competencies. It has the potential to enhance their instructional quality, and this mission should be delegated to the National Accreditation and quality assurance council to promote SD expertise and ability as a mandatory learning outcome for all skilled learners. It could also be seen as a prerequisite for ESD's formal inclusion in the accreditation process. As a result, the process of educational institution quality assurance will be specifically related to the quality evaluation and teaching activities (Nikolic et al., 2017).

4. Conclusion

The professional competence of teachers predicts the quality of instruction, which in turn predicts effectiveness in the classroom. Teacher competence, in particular, predicts three instructional factors: motivation, student progress, and learning satisfaction. The competence of teachers to determine instructional quality was strengthened by all facets of their professional competence. A review of this paper revealed that Pedagogical subject knowledge is connected to higher levels of cognitive activation and improved learning support for students. Additionally, higher levels of teaching passion are linked to better teaching, learning support, and classroom management. The professional competence of teachers resulted in more cognitively engaging instruction, improved learning support, and increased student achievement and motivation. This has benefited teachers in creating a positive classroom environment. Professional competence, according to this study, is based on numerous outcomes, which include quality teaching, teachers' beliefs, effective use of resources, and

effective planning and management. Professionally competent teachers are often considered energetic, compassionate, up-to-date, and ideal class leaders in terms of effective teaching and learning in the classroom.

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### **Authors' contributions**

*Wali Muhammad Channa* did a major portion of a write-up of the paper and sent it back to all co-authors to check and recheck the draft to make it a typo and language-error-free draft. *Mazen Omar Almulla* identified themes and finalized and aligned with tables and finalized through the checking and rechecking process. *Zafarullah Sahito* did a second major portion of a write-up of the paper and did correspondence throughout the publication process of the paper. *Abdulaziz Mohammed Alismail* searched and downloaded all articles, make them aligned, and finalized the all tables. *Shokhayeva Karlygash Nurlanovna* wrote some portion of the introduction, did discussion, and finalized the typo error-free version. *Noor U Nisa* wrote some portion of the conclusion, managed references and overall data to help in the finalization of the paper.

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