

Qualities and Skills of the 21st Century Secondary School Teachers in the Division of Cagayan de Oro City, Region X

ESTELA C. ITAAS

ORCID NO. 0000-0002-1200-3653

estela012060@gmail.com

Bukidnon State University
Malaybalay City, Philippines

GLADYS P. TABANAO

ORCID NO. 0000-0001-7185-6568

gladystabanao@gmail.com

Calgary, Alberta Canada

ABSTRACT

This paper explored the qualities and skills of the 21st Century high school teachers in the division of Cagayan de Oro City, Region X. The study is qualitative using purposive sampling and has utilized the phenomenological approach formulated by Zeek (2012). The study was anchored from Moustakas' (1994) with modification of the Stevick-Colaizzi-Keen method to describe, analyze, and interpret the data. The researchers conducted 21st - century teacher self-assessment test to identify the final teacher-participants subjected to three phases of gathering the data, the face-to-face interview, focus group discussion, and knowledge and experiences presentation. Three themes were generated by the researchers of the 21st - Century secondary school teachers, namely, Theme 1: Teacher acts as facilitators and communicators of the Learning Process; Theme 2: Teachers as Digital Immigrants; and Theme 3: Teachers acts as visionary incorporating real-life experiences and strengthens career and life skills through an effective feedback mechanism. It is recommended that full support be given by the school administrators and most especially by the Department of Education. With the full support given them, the 21st century teachers may be fully ready to meeting and fulfilling the demands and needs of the 21st century learners

Keywords: Facilitators and communicators, digital immigrants, visionary, phenomenological approach, real-life experiences

INTRODUCTION

Teaching in the 21st century is a demanding and challenging episode among educators. Teaching students to become victorious in a 21st - century knowledge-based market certainly needs extraordinary teaching, which could be obtained through formal academic training, or other similar ways.

Training, seminars, and workshops are some of the ways that the Department of Education ensures that the teachers' lessons and instructions are aligned with the curriculum. Teachers are also being equipped with effective assessment techniques, especially that the K to 12 curriculums have changed the assessment of students' output. Promoting an inviting atmosphere of exploration, learning and cultivating a passion for teaching and learning, the government emphasizes the need for the new graduates of teacher education to undergo additional training upon hiring in order to upgrade their skills to match with the content standards of the curriculum (Republic Act No. 10533, 2012).

Republic Act No. 10533, otherwise known as an Enhanced Basic Education Act of 2013, was organized to enhance the Philippine Basic Education System by strengthening its curriculum and increasing the number of years for basic education. This policy aims to produce graduates of basic education who are empowered, competent, and productive. It can engage in an autonomous, creative and could transform others and one's self. Part of the state's vision is to create and develop individuals with the essential competencies, skills, and values for life long learning and employment.

With all these efforts for strengthening the basic education in the Philippines and of meeting the challenges of the global economy, the mastery of the 21st - century skills such as innovation, creativity, collaboration, communication, problem – solving, and critical thinking is highly essential that the teachers need to possess more robust instructional methods, stronger knowledge on content, pedagogy and most importantly on possessing a commendable skill in manipulating technology thereby transforming teachers with these skills as the 21st Century Teachers. Today as never before, meeting society's demands in educational excellence and the global market requires a skilled populace. Thus 21st-century knowledge and skills are necessary to succeed in studies, career, and life in the future.

Unfortunately, many teachers have not acquired the needed skills to become a transformed facilitator of 21st-century learning. One of the so many factors that prevent teachers from doing is the bulk of work that they need to manage

everyday aside from purely teaching the students. Teachers need to provide students with the necessary tools to learn both within and outside the classroom (Collins & Halverson, 2009), but this has been difficult due to so many ancillary duties and a load of paper works that classroom teachers need to comply with.

FRAMEWORK

This study is anchored on the Framework for the 21st Century Learning and Model of Teacher Education for the 21st Century or otherwise known as TE21, developed by the National Institute of Education of Singapore. The NIE TE21 is a model that guides teachers in the design, delivery, and evaluation of the serving teachers to become 21st - century teaching professionals (NIE, 2009). This model involves six sub-models intended to enhance the key elements of teacher education, including philosophy, curriculum, and desired outcomes for teachers and academic pathways.

There are also interrelated theories that are connected to the need of having 21st - century teachers to teach, assist, and produce excellent and productive 21st - century learners. Constructivism Learning Theory by Vygotsky (1962), Cognitive Flexibility Theory (Spiro et al., 1987), and Social Cognitive Learning Theory (Bandura, 1977) which all explain the different qualities and skills needed by the teachers to become equipped in teaching and managing the 21st -century students in order to become worthy of being called 21st-century teachers.

The National Institute of Education, Singapore, in their TE21 model report (2009), narrated that the TE21 model was designed to serve as a guide in the design, delivery, and evaluation of NIE's programmes and to provide the best education to the teachers in becoming 21st-century teaching professionals. This model is a concrete response to the educational challenges brought forth by the current global setting as the anticipated future needs. Thus by far, the 21st - century has been characterized by knowledge-driven economies, rapid information exchanges, and fast-moving communication technologies, which have developed new demands on education systems worldwide.

The researchers believe that the TE21 Model mirrors the ideal characteristics of being a 21st-century teacher. Furthermore, teachers must develop the desire for greater responsibilities since they are at the forefront of educating the youth. It is now universally accepted that the quality of the teaching force determines the quality of education. As different countries raise the standards for school children, in the Philippines with the recent implementation of the K to 12

programme, the 21st-century teachers should also need the right values, skills, and knowledge to be effective practitioners who will bring about the desired outcomes of education.

The framework for 21st-century learning emphasizes that the skills, knowledge, and expertise that every student needs to master and eventually succeed in work and life should be a blend of content knowledge, specific skills, expertise, and literacies (www.p21.org. 2011). Moreover, the 21st-century skill implementation necessitates the teachers' knowledge on the development of the primary academic subjects, including understanding among all students. It further stipulates that students must also learn the essential skills for success in today's world, such as critical thinking, problem-solving, communication, and collaboration.

The Constructivism Learning Theory, which has rooted in the works of Vygotsky (1962), claims that teachers need to provide content. However, students should be given voice and choices in their learning and reinforced through inquiry, which promotes strong student engagement and relevant, authentic, and meaningful learning tasks. Constructivism, as an educational theory, emphasizes that teachers should first consider the students' knowledge and allow them to put that knowledge into practice (Mvududu & Thiel-Burgess, 2012). In other words, they consider the constructivist view as one of the leading theoretical positions in education.

The researchers would assess the most utilized or practiced teaching methods of the teachers of the Secondary School in Region X and find out if the methods and strategies used at present depict that of the 21st century way of teaching and learning which includes creativity and innovation, critical thinking and problem solving, communication and collaboration (www.P21.org, 2016).

OBJECTIVES OF THE STUDY

This study aimed at exploring the qualities and skills of the 21st secondary school teachers of the Department of Education, Division of Cagayan de Oro City, Region X, upon the implementation of the K to 12 programs as well as the emerging need for professional development amidst the fast - growing 21st - century learners.

METHODS

The study utilized a qualitative research method using a phenomenological approach. Qualitative research, unlike solving complex problems, describe the more frenzied and rich world of humans' lived experiences (Roller, 2016). Cresswell (2017) emphasized that qualitative approaches to data collection, analysis, interpretation, and report writing differ from the traditional, quantitative approaches since purposeful sampling, collection of open-ended data, analysis of text or pictures, representation of information in figures and tables, and personal interpretation of the findings all are qualitative methods.

The setting of the study is the Legislative District 1 of the Division of Cagayan de Oro City, which comprises 24 different schools which compose 52% of the total secondary teacher populace throughout the division. These national high schools are located from the western side of the Cagayan de Oro, which is a national boundary. The research was specifically conducted in one of the schools in Region X, Cagayan de Oro City. The school is one of the secondary schools in the Legislative 1 district the Division of Cagayan de Oro City. The School comprises only 50 teachers considering that there are 1,740 students from Grade 7 to Grade 12. The researchers initially investigated the 50 permanent teachers. To document and gauge the lived experiences of the 21st - century teachers, the researchers employed the purposive sampling technique. Specifically, the 50 permanent teachers in a secondary school served as participants in this study.

At the onset of the research study, we first identified the 21st - century teachers based on the assessment checklist. The 50 teachers answered an assessment adapted from Jackie Gerstein, Ed.D in his "21st Century Educator Self-Assessment". In identifying the final 21st - century teacher participants, we then identified the teachers who answered a minimum of twenty (20) "YES" responses and above, out of the 30 questions using the "21st Century Educator Self-Assessment". As the Academic Chairman of the school, the researchers could then re-assess the qualified teachers through their teaching strategies with the aid of the school principal based on their class observation performances. Only the identified 21st - century teachers proceeded to the next sessions, such as interview sessions and focus group discussion showing their best practices, tasks, and challenges met.

Thus, the final informants were the thirteen (13) 21st - century secondary school teachers. Many of the teacher participants had been in the teaching profession for three to eleven years. In addition, most of the teacher participants of this study have either Master's units, graduated Master's degree, some even

have Ph.D. units, and have completed Ph.D. academic requirements.

The researchers utilized Zeek's (2012) method of data analysis, anchored from Moustakas' (1994) modification of the Stevick-Colaizzi-Keen method of analysis. In analyzing the phenomenological data, the first method was to list all statements relevant to the participant's experience. In this process, known as horizontalization, each statement held equal value. The next step was to list all non-overlapping; non-repetitive statements.

In this study, the researchers had a thorough review of the data until the point of saturation was reached so that precise and potential themes were gathered in answering the research questions. The researchers practiced all the necessary ethics needed in the study. For validity and reliability, the open-ended questions developed by the researchers for the interview and FGD were subjected to evaluation by the panel of experts in research. The researchers also performed triangulation on the resources used in the study. The questionnaire, interview, and focus group responses were all subjected to this process to obtain more comprehensive data. A researchers' journal was also utilized in clarifying some coded responses since the feelings and actions of the participants in the interview and focus group discussion may not have been fully captured through pen and audio recordings.

RESULTS AND DISCUSSION

In the 21st - century learning framework, there are qualities and skills that the teachers in the 21st century need to achieve to match the skills that students of this century acquire over time. This section presents the changes in terms of qualities and skills that the teacher participants possess. This also evaluated whether the teachers have acquired the characteristics of a 21st - century teacher. Below are the recurring themes which have arisen from the one-on-one interview presented in frames with the corresponding general statements of the participant based on their common experiences shared during the focus group discussion.

Qualities and Skills of the 21st Century Teachers

During the face-to-face interview, the participants were asked to describe some of their qualities as a teacher and the teaching strategies that they usually incorporate in their classes. The participants also gave their own description in terms of the characteristics and skills that a true and ideal 21st - century teacher has to possess. Participant A shared that students produce good outputs when

they are not restricted to certain criteria. This means that learners in this century are more explorative and independent. Gone are the days when teachers require the process of doing a certain output. Teachers, like Participant D, are now acting as guides for the students to achieve the competency required by the curriculum without providing everything to the students except for the expected output. Palmer (2015) stressed that there is no such thing as “one size fits all.”

Frame 1

Theme 1: Teachers acts as facilitators and communicators of the Learning Process

Participant A

“I give lesser time for lecture and dwells more on engaging the students to do collaborative work which usually creates a more positive outcome from the students than having individual tasks.”

Participant B

“I usually allow my students to explore ways on how to accomplish specific learning competencies and performance tasks rather than to inform students on what to do best.”

“I observed that the students best achieve the expected outputs if the instructions were just given and that no boundaries would be set so long as students would be in track of the learning competency set before them.”

Participant D

“Most of the time, students nowadays could come up with ideas which are surprisingly much better than the teacher’s usual way of accomplishing a certain task Through providing autonomy for the students to perform the tasks expected of them, they could have the sense of ownership and uniqueness which could boost their self-confidence.”

Participant E

“I am aware of the learners’ difficulty on the mathematics subject, so I utilize the 4As (activity, analysis, abstract, and application). This teaching strategy is very useful, especially in my Mathematics class. One of the advantages of using this strategy is that students develop a deeper sense of cooperation and perseverance since they are expected to perform and come up with results which are dependent on the appropriateness of manipulating, analyzing and drawing conclusions of the teacher”.

Participant F

“I think that the key to guide the students’ learning successfully is through constant and on time feedback on student’s performance so that students would appreciate their own performances and efforts.”

Participant G

“Assessment in the form of daily quizzes is eliminated. Instead, summative tests are conducted every time a module is done, and performance tasks are likewise given. Formative tests are also administered quarterly to assess students’ outcomes.”

Participant I

“To increase students’ participation and learning, I utilize the “Think, Pair and Share” so that students could share their outcome in class. Moreover, at the same time, enable those students who have difficulty in Mathematics to cope up with the lesson and activity with the assistance from a student who has wider knowledge on the subject matter.”

Participant J

“In teaching science, discovery learning is highly important. Students who are in groups are only given materials, equipment, and objectives with the corresponding needed data to accomplish an activity. The students are allowed to manipulate the given materials without the teacher telling them what to do just to answer the questions and provide the needed data.”

Participant K

“As a MAPEH teacher, I make learning more effective by providing hand-outs or study notes. Teaching MAPEH subjects is challenging, especially that the books are not enough for all students in the class, and I am not a MAPEH major. Study notes answer the problem on the insufficiency of learning materials and handling the subject preparation concerns”.

Learners have different personalities, goals, and needs. Personalized learning should be encouraged in school to adopt a more holistic and person-centered approach (CERI, 2008), which eventually increases learning outcomes.

Another indication of giving learning independence among students is when teachers provide learning guides and worksheets for homework study and learning reference for those in the Open High School program. Open High School

students come to school only once a week. Just like Participant C, Participant K often provides worksheets to learners since the book was not enough and that the offered subjects and the duration is somehow confusing.

During the focus group discussion, the participants shared that it is frustrating how DepEd produces a special program to encourage every learner to go to programs such as an Alternative Learning System (ALS) and Open High School Program (OHSP) and yet, there was no support.

Todd (2008) stressed the need for the learners to be provided with the inquiry learning opportunities for them to become skillful in collecting information that they need for further research actions, which could, later on develop mastery and in propagating new knowledge. Teaching in this generation entails a more creative and facilitative teacher. By establishing a good communication alley between students and teachers, class participation and attention could be boosted thereby, improving students' outcomes.

During the focus group discussion, the participants shared that incorporating collaborative learning through the discovery approach was difficult for the first time since students have not yet developed a deeper sense of understanding and honed analytical skills, making it easier and faster for them to accomplish the expected tasks.

Thus, teaching the students to discover things on their own and doing collaborative activities is an effective method for establishing independent learning. However, but teachers should make sure that students are properly guided on the technicalities, especially on handling or manipulating laboratory activities. As a science teacher myself, discovery learning is very effective, especially in stimulating students' ability to design their own process or procedure to develop the desired result. This is challenging for the learners and takes time for the learners to develop such ability, so it is important that teachers must be effective classroom facilitators. Becoming facilitators instead of directly becoming the instructor freely allows students to express themselves based on the kind of intelligence that a student possesses as long as the expected result is achieved.

The Organization for Economic Co-operation and Development and Centre for Educational Research and Innovation or CERI (2008) highlighted that the Programme for International Student Assessment (PISA) emphasized that the mastery of processes, understanding of concepts, and the ability to function in the different situation are essential rather than to focus on measuring achievements in terms of specific curricula. This is also true in the school setting since all teacher participants do not also assess students' daily learning. The majority of

them conduct an evaluation in the form of short quizzes, oral recitation, and group activities or presentations, but not everything is recorded. They also shared that disciplining 21st - century learners is way different from before since the learners in this generation are more observant and more aware of what is going on around them. Teachers need to be lenient and empathetic in handling difficult situations with the learners since learners tend to retaliate. Thus, the daily quiz is not anymore the basis for measuring the understanding of the students in each learning area. Instead, the daily activities given are just simply to gauge the degree of understanding of the students for possible remediation or moving on to the next lesson. Summative tests, performance tasks, and quarterly test comprise the students' grades.

Frame 2

Theme 2: Teachers as Digital Immigrants

Participant A

"Students are more advance when it comes to technology. As observed, students tend to become responsive when activities are being performed with the aid of a computer and other multi-media tools especially with the use of the internet, so I regularly update myself with the different online and technology-based educational tools."

Participant B

"I observed that students tend to become bored listening to life lessons and the like. To transform the class into a more alive and interactive class, I utilize different video clips and audio recordings to stimulate students' interest before presenting the lesson concepts."

Participant C

"I allow the students to present their own or group's interpretation and understanding of the lessons of their own preference through video presentations whether presenting it through advertisement, dramatization, and even documentary type."

Participant H

"I utilize technology in giving quizzes and performance tasks. As an English teacher, I take advantage of social media like Facebook and messenger to take-home activities and performance tasks. Essays and research materials are being submitted online to

minimize printing cost as well as for me to check and proofread students' output easier, economical and more convenient".

Participant J

"I take advantage of online games and offline simulations in teaching sciences. Students are fun of playing anything online, so to stimulate their interest, I schedule at least once a week activity or summative assessments to be accomplished through online science sites like PhET Simulation. Students find these online activities challenging and interesting".

With the advent of the technological revolution comes the modern way of teaching and learning. All teacher participants in this study agree that the key to enhance learning and catch learners' interest is through integrating ICT. This also means that teachers need to go with the expertise of the students. There were so many experienced teachers in DepEd that do not master the use of media tools and equipment for the reason that they are old enough to learn it or they do not have the means such as the personal computer, laptop, and internet connection. One of the participants also shared:

Palmer (2015) contends that in order to meet the demands of today's learners, teachers should go paperless in organizing teaching resources and activities through sharing links and offer digital discussions. The participants shared in the focus group discussion that students prefer to manipulate and perform activities online rather than to do them inside the classroom or laboratory. Most of the students in this century are visual learners, so it is important to direct their learning in an area where they perform best. However, the school has a slow internet connection, which makes it difficult to use by the students all at the same time. In addition, the internet in school is not available for everybody's use. Only the teachers and those who would utilize the ICT laboratory could fully utilize the internet.

With these experiences shared by the teachers, it is so remarkable how education nowadays gradually evolved into being technologically developing. The need and dependability when it comes to technology are so great that people could not function properly without these gadgets such as cellphones, computers, the internet, and so many others. This proves that teachers have acquired the characteristics of being digitally inclined educators.

DepEd, likewise, acknowledged the need for teachers to become experts in manipulating technology. The agency itself has evolved into a way of

communicating with the teachers. They have gone paperless. Memorandums and Advisories are already posted on websites and social media applications. Likewise, DepEd reports are to be submitted and downloaded through internet and web links. These are some of the reasons that aside from becoming a digitally equipped teacher for the students, having mastered these technologies also contributes to the work and tasks, making it easier and more efficient.

However, teachers need to be vigilant with technology and spend most of their time on it. There is an ongoing issue nowadays regarding the use of technology among learners. They had been addicted to online and offline games, and it is taking most of their time, even playing with it inside the classroom and during class time. This eventually distracts the learners leading to divided attention between classroom duties, texting, messaging, and playing. This negative impact of the supposed to be the aid in the 21st -century learning results in a poor school performance of the learners.

Frame 3

Theme 3: Teachers acts as visionary incorporating real-life experiences and strengthens career and life skills through an effective feedback mechanism

Participant A

“As a TLE teacher focusing on Electricity, teaching the fundamentals of electricity to the students should not only through the book but also his experience. Busted bulbs, smoking wires, wire sparks are just normal for first-timers in my class. These mistakes and experience allow students to discover what should be avoided so that they would be able to keep those mistakes in mind and avoid them the next time”.

Participant B

“I present all lesson concepts into actualization. I usually demonstrate how an experiment should be done, its Dos and Don'ts and the like. I make sure that all students in his class would experience how to do the tasks correctly, and I also share my personal knowledge, discovery, and technique with the students. The key for the students to remember what to do and how to manipulate things is through experiencing it”.

Participant C

“Since I am teaching subject specializations like hospitality management and bread and pastry production, the lessons and activities that I provide are focused on career skills which would be applicable for a future college course or if not, employment.”

Participant E

“Since the grading system of the senior high school level demands for a greater weight in terms of performance tasks, I make sure that in assessing student outputs, rubrics are being utilized to give an honest and credible judgment on the student outputs. Through utilizing rubrics, students are more guided on the skills expected of them and teachers become objective in assessing students’ output.”

Participant F

“Utilizing rubrics and providing verbal feedback to the students after task performances is really important. Giving immediate feedback to the learners contribute to better outputs and performance in the next activities to come.”

Participant G

“I do home visitation, remedial classes, intervention programs to reach out those students who are low performing and also those who are at risk of dropping out. The school also has an open high school program to assist and ensuring that students would really pass and move to the next grade level”.

Participant L

“Unlike the previous curriculum which gives value to the daily quizzes and assignments given to the students, the new curriculum has shifted into focusing only to the formative and summative assessments and performance tasks which makes us teachers more concerned of the theory application.”

Experience is still the best teacher. This adage is being put into practice by the teacher participants in teaching. A global teacher does not just teach the subjects through the books but more of real-life situations and experiences. Mistakes can be improved and effective output, so it is equally important for a teacher to provide feedback on the students’ outputs to properly guide the learners if they are going on the right track or not.

All teacher participants agree that it is important that students are equipped with real-life career skills based on their line of specialization since not all senior high school graduates proceed to college. Few of the senior high school graduates go for employment due to financial concerns.

The researchers believe that what the 21st century teacher does effectively in targeting real-life is learning is through doing modeling. Teachers model the best behavior and skill so that learners also imitate it. The researchers further observe

that it is common among TLE teachers wherein the subject usually apply skills and efficiency in baking, housekeeping, hardware servicing and many others. A teacher shared:

Moreover, proper and correct assessment tools like the utilization of rubrics are also usually used by the teachers. Along with the adaptation of the K to 12 curricula is the emphasis of giving weight to the students' outputs and performance tests, including the style of assessing students' learning. Performance tasks take 40% of the students' grades, 40% goes to the written outputs, while 20% goes to the quarterly exams. Almost all of the teacher participants agreed that the new grading system has already become advantageous to the learners, providing them with all equal and easy opportunities to pass their subjects, giving them greater chances of finishing school. However, this is not evident among the students since they are somewhat aware that DepEd condemns the act of failing students.

Teachers even laughed during the FGD, saying: that no matter how the grading systems are being improved, teacher and student factors are still considered when measuring learning outcomes. The researchers find this grading system effective, especially in emphasizing that classroom outputs are really important. However, unlike before that quizzes, examinations, and projects take a greater percentage in the grade. This time, quizzes should not be recorded anymore. Although DepEd claims that quizzes serve the students to practice, teachers, including myself, believe that quizzes should be part of the grade and the summative tests since the daily activities speak of how the students learn in each lesson to assess if remediation is needed.

As a teacher myself, the challenge of having and allowing all students to move on to the next level (although this is not pronounced but implied) poses great challenge and pressure on teachers. As mentioned by one of the participants during the FGD, teachers are mandated to perform various tasks of pursuing and finding ways to bring a student to school, thus making sure that all students would move to the next grade level.

DepEd Memorandum No. 464 (2008) has launched the Drop Out Reduction Program (DORP), aiming at identifying the secondary public schools in the Philippines the number of drop-outs. After which, teachers belonging to that school shall then be subjected to intensive training to equip teachers with skills necessary for students to stay in school. This program has gained some negative reactions since the program seems to imply that teachers are why learners drop out in school, while in reality, a socio-economic factor is the main reason. A participant of the study pointed out that the aim of DepEd is very positive since

the department might be a concern of the students. However, students and even some parents take advantage of these interventions. It has been observed that students still come to school irregularly and show up only during the quarterly exam.

It was also unfair for the teachers that they are constantly blamed for the actions and failure of the students when they have done their best with the reality that there are other factors contributing to students' school absence, drop out and failure such as poverty, lack of interest, lack of parental guidance and even worst, child labor.

To summarize, teachers incorporate real-life experiences in their lessons. Teachers also integrate hand-on activities and community immersions to better prepare the students in work settings. The researchers think that teaching is all about preparing the learners for their future and should not just let the learners fail just because they do not perform well academically. Instead, they must be taught earnestly, be properly guided, and be understood. All teacher participants agree that the learners are confronting with issues. Being adults and their second mother, teachers must work harder to keep their dreams with them all the time, regardless of how tedious the job is. After all, teachers are there to make them learn and not to have them learn by themselves.

However, parental guidance and support play a greater role in the success of the learners. The researchers believe that DepEd should take into consideration that in reality, it is still poverty that pushes some learners to stop schooling.

CONCLUSIONS

Teachers act as facilitators of learning, which means that majority of the learning process is discovered and developed by the learners and does not necessarily come from the teachers giving the learners the autonomy to explore, discover and learn. Teachers need to develop mastery in manipulating media and ICT tools. All of the reports and functions of being a teacher largely depend on paper works and reports done and submitted online. Thus, teachers in the 21st - century become effective if they are technologically advanced as well. Good and functional facilities and learning environments are still to be enhanced by DepEd. Internet connectivity still has to be improved and become available to students. For teachers to augment their knowledge and skills, they continuously improve themselves through obtaining post-graduate degree and attending relevant seminars and training even at the stake of utilizing their own resources.

RECOMMENDATIONS

The recommendations drawn from the findings of the study are the following: a) It would be better if the teachers would continuously demonstrate the qualities of being effective 21st-century teachers, b) Teachers need to act as a learner, collaborator, good communicator, visionary and should possess technology-driven teaching skills to keep up with the demands of the 21st century learners, c) Teachers are encouraged to integrate values and moral principles during the teaching-learning process as these are important in this generation, d) They are further encouraged to follow thoroughly the students' performance and learning outcomes constantly and, e) Teachers are encouraged to strengthen parent's involvement in school activities that would also contribute to better improve learner's performance.

The researchers believe that if these recommendations would be realized, teachers could better perform in their field and would become more effective and ready in facing the challenges of the educational sector in the next centuries to come.

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ACKNOWLEDGEMENTS

With much honor and pride, the researchers would like to express our sincerest gratitude to the following agencies and their agency heads. To Bukidnon State University with Dr. Oscar B. Cabañez, president, for allowing the researchers to conduct the study and for the encouragement until the study came to reality. To the Department of Education thru Dr. Jonathan dela Peña, the Schools Division Superintendent of the Division of Cagayan de Oro City for the granting the researchers to perform the study. These two agencies supported and believed that the study would be helpful in the field of teaching and school management.