

The 21st Century Teachers' Qualities and Their Instructional Performance: Basis for Proposed Training Design

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ABSTRACT

The present study explored the teachers' 21st-century qualities for the improvement of their instructional performance. It is guided by Urie Bronfenbrenner's Ecological System Theory, Albert Bandura's Self Efficacy Theory, George Siemens Connectivism Learning Theory and utilizes the conceptual paradigm that the researcher developed in analyzing data. And employs quantitative method to gather and analyze the data using survey questionnaire administer to one hundred sixty-three (163) respondents from Elementary Public School at East District Unit I of Division of Valenzuela City. The findings highlights that there is no significant difference between the perceptions of Teachers and Master Teachers regarding the teachers' 21st-century qualities, and there is no significant difference between the perceptions of Teachers and Master Teachers regarding the teachers' instructional performance. And strong and significant connections between 21st-century teacher qualities and instructional performance. And finally, this study proposed a training design on Enhancing 21st-Century Teacher Qualities for Improved Instructional Performance as an output. The training program aims to improve teachers' instructional performance by focusing on integrating technology, fostering collaboration, and promoting leadership and creativity in the classroom. As this is an initial study, it is recommended that longitudinal studies to evaluate how the development of these qualities' influences teacher performance over time and in diverse contexts. And pilot programs that assess the impact of teachers' creativity, adaptability, leadership, and technology use on teachers' instructional performance and based on the results, expand these initiatives. Strategies should be implemented to support professional development in these areas, particularly through targeted training programs that incorporate technology and innovative teaching methods to improve instructional performance. Regular workshops and ongoing professional development opportunities should be provided to help teachers keep pace with educational innovations.

Keywords: 21st century teacher skills, teaching qualities, and instructional performance.

THE PROBLEM AND A REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the introduction, review of related literature and studies, theoretical framework, conceptual framework, statement of the problem and the hypothesis, significance of the study, scope and delimitation, and the definition of terms used.

INTRODUCTION

Change is very evident in today's generation specifically in educational setting in the Philippines from conventional teaching in the classroom to adopting different innovative strategies and techniques that are being used by the developing country for their educational progress. There is such a common denominator that is evidently and truly a fascinating in terms of technology integration, and it is educational innovation to improve the learning experiences of every learner with the use of new practices integrated with technologies. Teacher is one of the respected professions in the country, they are the one who develop student skills and help them learn by creating a safe classroom environment. They are the second family of learners in the school and the most important ingredient to achieve the mission and the vision of the schools and the Department of Education (DepEd).

Last 2018, the Philippines participated in the Program for International Students' Assessment or PISA and scored lowest in reading and second lowest in mathematics and science (World Bank, 2020). And for 2022 results (Chi, 2023), the Philippines scored two points better in mathematics from 353 in 2018 to 355 in 2022 and dropped by one point for science from 356 to 355, and for reading with the biggest improvement from 340 in 2018 to 347 in 2022. From the ranking of 78 out of 78 countries last 2018 to 77 out of 81 participating countries last 2022. As you can see, there's a big change of ranking and a need for improvement in educational programs today. This program of the Organization for Economic Co-operation and Development for International Student Assessment examines what students know in mathematics, reading and science, and what they can do with what they know ... Results from PISA indicate that quality and equity of learning outcomes attained around the world, and allow educators and policy makers to learn from the policies and practices applied in other countries (OECD, 2023).

Philippine education is not too far from advancement and curriculum needs to align to ever changing world of educational innovation. And it is recommended that more professional development programs be created to satisfy teachers' needs for further improvement (Morallo & Abay, 2019) because nothing is always perfect in this world and there is always room for improvement for teachers with a possibility that will improve teachers' their teaching skills and performance.

Therefore, this study focuses on the qualities of the 21st-century teacher and their relationship to instructional performance based on the observation of master teachers and teacher itself. Even with there are growing body of research conducted in 21st century and teacher performance, still there is a gap in the literature and studies that's why this study needs to continuously review educational research for the alignment in today's educational progress and contribute for educational improvement that promotes and advances the different usage of teaching approaches, and (United Nation, n.d.) ensure that learners have access to inclusive and equitable quality education that promotes lifelong learning opportunities for all. This viewed as a basis to develop teacher programs to provide training and development needed for improvement, it is essential not only to enhance student performances but also provides teachers avenue to learn and connect the needs of Generation Z learners and adapt innovations in today's generation that will help learners to become the future of society.

Review of Related Literature and Studies

Education is the highest priority worldwide. It has shaped the individual to become an effective and efficient citizen, and it may also help to develop the government. There are no specific criteria to be considered an excellent teacher, and there are different qualities of an "ideal teacher" based on the region they belong to and to the perspective of the parents, students, teachers, administrators, and most researchers.

21st century qualities

An excellent teacher is based on different points of view. Teaching is said to be one of the noblest professions. That's why divergent opinions are being raised to know what an ideal teacher is. Do the institutions demand what an ideal teacher is? The primary duty of teachers is to impart knowledge to the learners. They are the one who shape individuals to become a real-life hero of the community. 21st century knowledge and skills of an educators developed over the years; it is being used to cater the needs of learners in the digital world. 21st century qualities are being immerse in a modern teacher. It includes teachers being adaptor, collaborator, communicator, creative, leader, learner, role model, and tech-savviness that helps them to improve the quality of teaching:

Adaptive. Some of the teachers can adjust in a new policy that the public and private school implemented to meet their demand for educational progress, this is supported by the study of Limos-Galay, J. et.al (2023) that teachers are highly adaptive to the ever-changing teaching and learning process who can perform their duties well. But some of them focus on imparting structured knowledge and information specifically teachers in traditional teaching classroom (Hu, 2024) who fails to address the development of perceptual skills of the students.

Collaborative. Working together with teachers, school and community can help achieve the vision of the school, teacher collaboration (Bouchrika, 2025) helps improve student outcomes, fosters professional growth, and encourages the exchange of creative ideas. Teachers who possess collaborative skill can participate for the development of institutions and develop professional growth by sharing best practices and insights from their experiences and vice versa to improve strategies. In some cases, there are teachers focus only on their passion in teaching and not learning with other colleagues (Hobbs & Porsch, 2021) that can affect negatively in their competence, confidence, as well as well-being that can cause poor student academic progress.

Communicative. Teachers' communication skill is important and one of the top priorities in classroom. It is generally considered to have a 50% aside from 50% knowledge and proven give impact to the students' academic success, and for teacher's personal growth (Sword, 2020). If teachers are lack of communication with students, it can hinder the development of new learning, just like what the study of Albalawi and Nadeem (2020) tells that lack of effective communication within the classroom can only contribute to undue compromising of the learning process by fostering poor teacher-student engagement.

Leader & Role Model. Leadership and model of good behavior and action is important skills of a teachers it is not only focusing on the classroom duties but also doing apart from teaching to improve learning outcomes for every student and influence other teacher to make a difference, and if the leadership is properly practices of every teacher as stated by the study of Warren (2021) it is the solution for effective and outstanding teaching and learning. Additionally, they are highly motivated to enhanced student achievement. According to the study of Vaswani (2024), he found out that lack of leaders' support may cause burnout and stressed for teachers, if leadership skill and role model is not eminent for teachers it can affect the school and students, and it will lead to ineffective classroom management and be demotivated.

Lifelong Learner. Teacher may improve teaching skills if they are pursuing continuing professional development, this is supported the study concluded by Hafeez (2021) that teachers' training is additional factor for teachers' professional growth, and it may develop students' academic achievements and interests. And supported by the study of Mohamed et.al (2024) that teachers' professional development programs impact students' performance. Some of teachers are not participating in personal and professional growth due to lack of funding support from the school and even from the government that leads to inefficient teaching and may stick on the entry position level, just like

Creative. Creative teacher value students' curiosity and adventurous mind. According to the Cremin (2022) to become more effective and interested the learning process, teachers need to make learning meaningful and use imaginative approaches so that the classroom environment will be enjoyable for students. Teachers are all creative in their own way of teaching, Study of Adibah, et. al (2023) concluded that creativity is one of the main skills needed in developing the country, especially in a complex social environment nowadays.

Tech-savvy. Students' motivation increases when technology integration is available, teachers who are knowledgeable in using technology can innovate their teaching skills and be able to support students' learning process properly by creating fascinating activities. Additionally, Bugtong (2022) says that tech-savvy teachers can provide a good environment in which children love learning. Unlike teacher in conventional approach, they are not familiar of using digital tools due (Mendoza Jr., A, 2022) to many schools do not provide enough training on how to use technology in the classroom. That's why they are not capable of doing integrated lesson in technology tools.

Teaching Performance. There are lot of (Kanya, 2021) factors that must be considered to support teacher performance. Teachers are the frontliner and the modern knowledge bearer of every school. To fully equip them with knowledge and skills, they need to adapt an ever-changing world of education and create for them a pathway to improve their performance to become more suitable for today's generation of learner. They need to assess learner's performance, create an effective classroom management technique, integrate technology in teaching and learning process, practice an effective lesson delivery, and create everyday lesson plan for guide to teaching:

Assess learner's performance. Poor assessment may lead to confusing results. One of the duties of teachers aside from teaching in classroom is to assess learner's performance for teachers to understand their strengths and weaknesses and how these results improve in the same way. In the study of Kusurkar et.al (2023) grading the students in assessment motivates them to become exceptional to their work. Additionally, they found out assessments that stimulate controlled motivation can not only produce negative psychological well-being outcomes but also have a long-term deleterious effect on autonomous motivation for learning.

Classroom Manager. Ineffective classroom management can negatively affect both learners and teachers learning environment. In addition, Levings (2020) stated that children can't learn when they are distracted by inappropriate behavior. To achieved effective teaching, teachers need to foster effective classroom management. This is supported by the study of Sanli (2019), they found out that most classroom teachers are unexceptional in handling classroom management wherein they know what to do to become more successful in managing the class.

Technology Integration. Technology arises globally and (Bhat, 2023) make a profound and promising impact on education. And enable teachers to take educational innovation and manage it to be suitable for students (Kalyani & Murugan, 2021). Integration of Technology help students to enhance their engagement and boost academic success and this is supported by the study of Jannah (2024), wherein students learning outcomes consistently improve when technology tools are integrated in the classroom discussion.

Lesson Delivery. Effective lesson delivery may attain with the help of lesson plan and instructional materials to be use during the discussion. According to Okeze (2022) effective lesson delivery is achievable through the detailed lesson plan with all the needed components to foster academic success. It helps the teacher in visualizing the lesson before it may happen (Daniel & Ushie, 2022) using instructional materials that is vital part and needed to become more interesting the lesson that boast students' cognitive abilities and arousing their interest in the lesson by helping them to reason critically in teaching-learning process (Amos, S. et.al., 2022).

Lesson Planning. Lesson plan is the road map of teachers to achieve learning outcomes. Teachers have this kind of a plan to communicate with the learners on what they need to learn on a specific date and help them to become more organized. Connected with the study of Farhang, et.al. (2023) teachers who want to get better results from the teaching process, it is considered important to plan their lessons in advance. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other.

COVID-19 Outbreak transform the Philippine Education

The quality of learning depends on the quality of teaching, the Department of Education releases Order No. 42, s. 2017 or the National Adoption and Implementation of the Philippine Professional Standards for Teachers that aims to (a) set out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice; (b) engage teachers to actively embrace a continuing effort in attaining proficiency; and (c) apply a uniform measure to assess teacher performance, identify needs, and provide support for professional development. All performance appraisals of teachers shall be based on PPST Standards. It is a basis of all learning and development of teachers for effective implementation of the K to 12 Program and for teacher selection and promotion. The changes in educational frameworks are used as the basis to improve and rethink the National Competency-Based Teacher Standards (NCBTS) in K-12 Program.

In Late 2019, an outbreak of the Corona virus Disease (COVID-19) Pandemic has spread all over the world. It is an infectious disease that creates the largest disruption in the educational system. There are nearly 1.6 billion learners affected in more than 190 countries and all continents (United Nations, 2020). In the Philippines, the Department of Health reported the first local transmission of COVID-19 cases wherein President Rodrigo R. Duterte signed a Proclamation No. 922 on the 8th day of March 2020, declaring a state of public health emergency throughout the Philippines to prevent the further spread of the virus and mitigate its effects on the communities and (DepEd, 2020) both schools and universities are affected and closed since March 16, 2020, and started to make the student's study at home either an online or the modular learning. In the government initiatives, the DepEd provides Self-Learning Modules (SLMs) across the Philippines. DepEd Secretary

Leonor Briones (July 2020) said that “The SLMs and the other alternative learning delivery modalities are in place to address the needs, situations, and resources of each and every learner and will cover all the bases in ensuring that basic education will be accessible amid the present crisis posed by COVID-19”. These alternative learning delivery modalities would be in the form of modular, television-based, radio-based instruction, blended, and online that will ensure every student has access to quality basic education. The teacher prepares a learning module, audio recorded, and video recorded lesson to fully engage in the education’s new normal set-up. The role of teachers is rapidly evolving especially in this pandemic and becoming more difficult in many ways than when learning takes place only in face-to-face classes.

Pitagan (2021) explores how the basic and higher education institutions in the Philippines transformed the delivery of instruction amidst COVID-19 Pandemic. The responsibility of the Department of Education is to provide quality education during COVID-19, and the author continues to identify the learning delivery modalities under the Framework of Sulong EduKalidad on Futures Thinking in Education. The DepEd provides Self-Learning Modules (SLMs), in the form of modular, television-based, radio-based instruction, blended, and online that will ensure every student has access to quality basic education. Moreover, the DepEd ensures the continuity of Education in the New Normal. This article concludes how DepEd learning modalities during COVID-19 support the teaching and learning process in basic education and higher education for Filipino learners.

Overall, the Philippine government continues their effort to improve teacher quality through professional development and teacher education that is aligned to the national and global frameworks (DepEd, 2020) to provide learners with 21st century skills that is necessary to become an active, and responsible citizens of their country (OECD, 2018). And this effort needs a concrete plan with the help of teachers, parents, government, stakeholders and other National Government Agencies (NGAs) and National Government Organizations (NGOs) support for the brighter future of educational system in the Philippines.

Synthesis

Based on all the related literature and studies, education has become one of the priorities of many governments and academic institutions. The responsibility of teachers is to provide a quality education for a quality learner that will help the government for a better future. There are several 21st century qualities for the modern teacher including adaptor, collaborator, communicator, creative, leader, learner, role model, and tech-savviness that helps them to improve the quality of teaching: Through this, teachers can create a good qualities for the generation of 21st century based on some of the researcher’s and educators’ sets of standards that have a great impact on the improvement of education. In terms of teaching performance, there are lot of factors that must be considered including assessment of learner’s performance, classroom management, integration of technology, lesson delivery, and lesson planning.

No one can deny that the COVID-19 pandemic affects Education worldwide. It creates the largest disruption in the educational system, especially in the Philippines. Although it is being said that education affects a billion learners in more than 190 countries and all continents, the Philippines makes a move through the Department of Education that provides Self-Learning Modules (SLMs) and other alternative learning modalities that will help the teachers in their instructional strategies and learners in the 21st-century teaching-learning process using technology and some sort of modules in the new normal set by the pandemic.

Researchers found out that improving the teacher quality and teacher education that will be aligned in 21st century help teachers professionally to provides learners with necessary skills to become active changemaker of society. For the effectiveness of teachers, it depends on their ability to adapt instructions by putting into mind if they will be suited to their students’ various needs and interests. And 21st century knowledge and skills are beneficial for educators to support teaching and learning development and to prepare them in the challenges of the digital world. In addition, the Government takes its part in meeting the needs of the teachers and learners during the rampant of COVID-19 pandemic.

Theoretical Framework

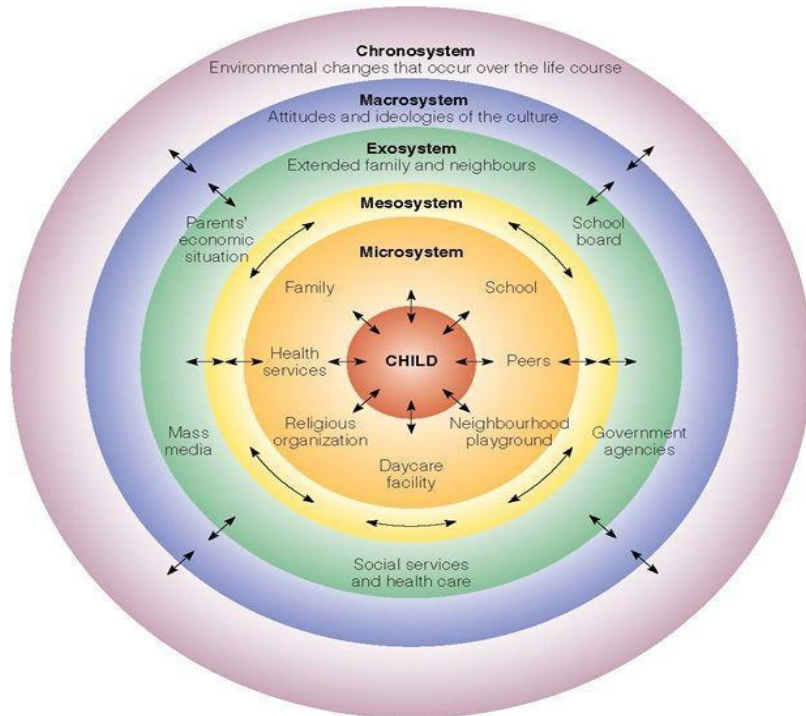


Figure 1. Ecological System Theory by Urie Bronfenbrenner

As shown in Figure 1, the theory that the researcher will use in this study is Ecological System Theory which provides a framework for understanding and studying the factors that influence human development. It was developed by Urie Bronfenbrenner (1979) who recognized that human interaction is influenced by larger social forces and that an understanding of these forces is essential for understanding an individual used to study the teachers' qualities in the 21st-century. This theory indicates that an individual is impacted by several systems including (1) the microsystem includes the individual's setting and those who have direct, significant contact with the person, such as parents or siblings. The input of those is modified by the cognitive and biological state of the individual as well. These influence the person's actions, which in turn influence systems operating on him or her; (2) the mesosystem includes the larger organizational structures, such as school, the family, or religion. These institutions impact the microsystems just described. The philosophy of the school system, daily routine, assessment methods, and other characteristics can affect the child's self-image, growth, sense of accomplishment, and schedule thereby impacting the child, physically, cognitively, and emotionally; (3) ecosystem includes the larger contexts of community. A community's values, history, and economy can impact the organizational structures, it houses. Mesosystems both influence and are influenced by the ecosystem; (4) macrosystem includes the cultural elements, such as global economic conditions, war, technological trends, values, philosophies, and a society's responses to the global community; and (5) chronosystem is the historical context in which these experiences occur. This relates to the different generational time periods previously discussed such as the baby boomers and millennials. As applied to this study, Ecological System Theory holds that researcher will be expected the 21st-century teachers' qualities to influence or explain the teachers' instructional performance because individual experiences are shaped by larger forces such as the family where the teachers came from, schools that develop understanding and cope-up with new knowledge, the religion that helps build teacher morale, Philippine culture that makes them a role model today as a teacher of nation-building, and time period.

Another theory that the researcher used is the Self-Efficacy Theory which provides a framework for understanding and studying (S.J. Karau, 2012) that individuals develop positive performance expectations while working on simple tasks and negative performance expectations while working on complex tasks, and that the presence of others activates corresponding positive or negative expectations regarding performance evaluation. According to Albert Bandura's Self Efficacy Theory cited in one of the key takeaways of G. Lopez-Garrido (2023), self-efficacy is defined as people's belief in their ability to control their function and

events that affect their lives. As applied to this study, self-efficacy serves as a basis of the study for the master teachers to conduct on teachers-assessment on the 21st-century teacher skills and relationship to instructional performance and for teachers itself. Master teachers and teachers carefully assess and reflect on their strengths and weaknesses. This will help them recognize and enhance their strengths and correct weaknesses on 21st-century skills of a teacher.

Additionally, there is a theory that emerged in the 21st century and it is the connectivism learning theory that provides a framework for understanding learning in the digital age. It was developed by George Siemens (2024) who emphasizes the importance of technology used to study the teachers' qualities in the 21st-century in relation to their instructional performance. This theory indicates that educators will require to develop a new skills and strategies to facilitate learning in a networked world. As applied to this study, Connectivism learning theory holds that researcher will be expected that digital technology is being imparted in 21st teachers' qualities and can be apply in teachers' instructional performance to adapt in innovative world.

Conceptual framework

This study undergone in the process of a survey questionnaire in the East District of Public Elementary Schools in the Division of Valenzuela City. To gather information about the 21st-century qualities of the teachers and their relationship to their instructional performance, it should be presented, interpreted, and analyzed through the information gathered. By using this concept, this study came up with an output of a Proposed Training Design to Enhance Teachers' Instructional Performance.

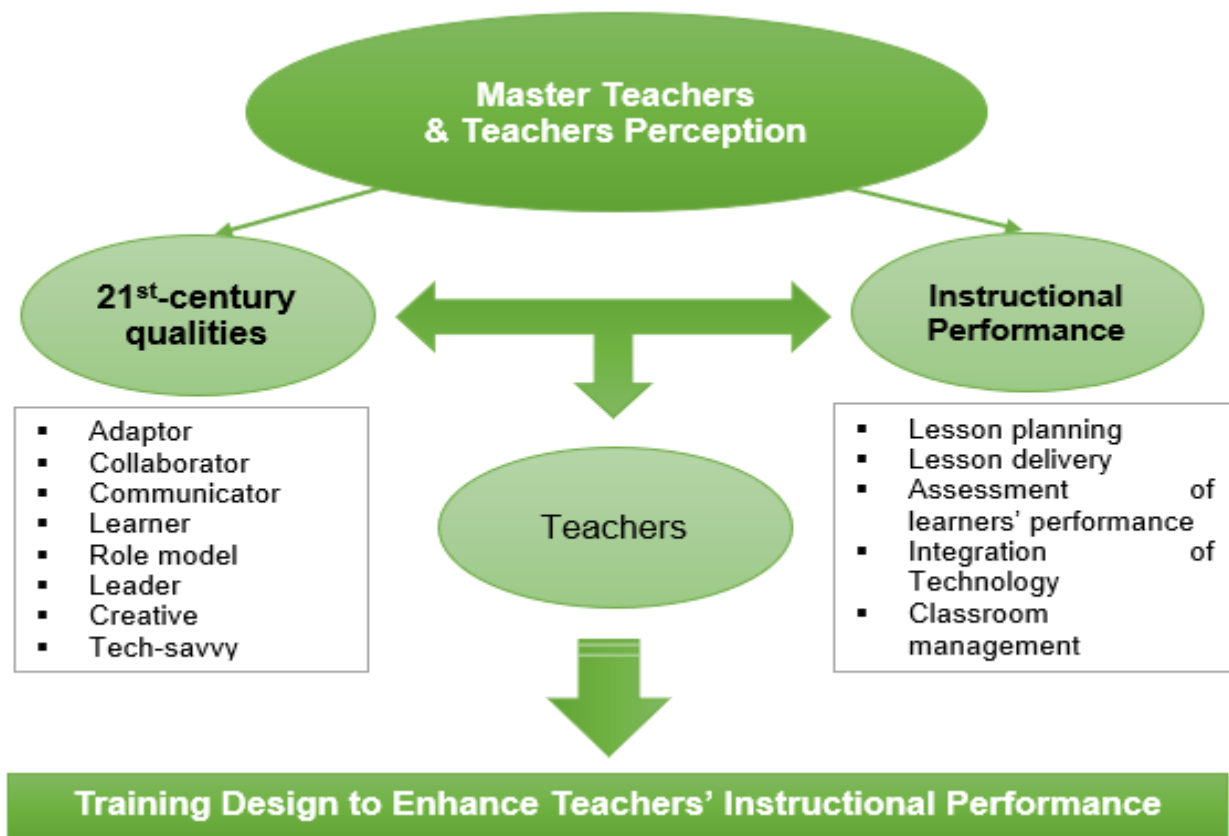


Figure 2. Conceptual Paradigm

As shown in Figure 2, the teachers described based on the perception of Master teachers & Teachers themselves in two aspects, namely: 21st-century qualities and Instructional Performance. 21st-century qualities refer to qualities of teachers in terms of the adaptor, collaborator, communicator, learner, role model, leader, creative, and tech-savvy. Instructional performance refers to that performance in terms of lesson planning, lesson delivery, assessment of learners' performance, integration of technology and classroom management. The information was used to recommend training design to enhance teachers' instructional performance.

Statement of the Problem

This study determined the 21st-century qualities of the teachers in selected public elementary schools in the east district of the division of Valenzuela City and their relationship to their instructional performance.

Specifically, it seeks to answer the following questions:

What is the level of the teacher respondent's 21st-century qualities as perceived by the master teachers and the teachers themselves in terms of the following:

- Adaptor
- Collaborator
- Communicator
- Learner
- Role model
- Leader
- Creative
- Tech-savvy

Is there a significant difference between the perceptions of the two groups of respondents on the teachers' level of 21st-century qualities?

What is the level of the teacher respondent's instructional performance in terms of the following variables as assessed by the master teachers and the teachers themselves in terms of the following:

- Lesson planning
- Lesson delivery
- Assessment of learner's performance
- Integration of Technology
- Classroom management

Is there a significant difference between the perceptions of the two groups of respondents on the teachers' instructional performance?

Is there a significant relationship between the 21st-century teachers' qualities and their instructional performance?

What training design may be proposed based on the findings of the study?

Hypotheses

This study guided by the following hypothesis and be tested at a 5% level of significance:

- There is no significant difference between the perceptions of the two groups of respondents on the teachers' level of 21st-century qualities.
- There is no significant difference between the perceptions of the two groups of respondents on the teachers' instructional performance.

- There is no significant relationship between the 21st-century teachers' qualities and their instructional performance.

Significance of the study

The research be beneficial to the following:

Community Stakeholders. This study helps the Community organizations and local government units in collaborating with schools to provide training, resources and support systems to improve the teachers 21st-century qualities and their relationship to their instructional performance.

Future Researchers. This study helps the future researchers on exploring the 21st-century qualities of the teachers and their relationship to their instructional performance.

Government Stakeholders. This study serves as a basis for the Department of Education to determine what specific training and personal/professional development may be recommended to further improve the 21st-century qualities of the teachers and their relationship to their instructional performance.

Learners. If the teachers acquire 21st-century qualities, the learners acquire 21st century learning.

Master Teachers. This study can be helpful to school heads/master teachers in determining the 21st-century qualities of the teachers in public elementary schools and their relationship to their instructional performance.

Teachers. This study can be beneficial to the Elementary teachers to inspire them to adapt the 21st-century qualities of the teachers and their relationship to their instructional performance.

Scope and Delimitation

This study focused on determining the 21st-century qualities of the teachers and their relationship to their instructional performance in selected public elementary schools of Valenzuela City. It is located to the north of Manila, and the focus of the study is on the East District of the Division of Valenzuela during the academic year 2023 – 2024 with over 6 elementary schools, 1 is for pilot testing and only 3 schools selected. A stratified sampling strategy be used for the selection of participants. It is not intention of the study to gather information on teachers' gender identity, age and their curricular domain, as well as their teaching experiences. The 21st-century quality is limited to adaptor, visioning, collaborator, communicator, learner, role model, and leader. And the teacher's instructional performance is limited to lesson planning, lesson delivery, assessment of learners' performance, integration of technology, and classroom management. Upon approval of this proposal study, the researcher immediately conducts the distribution of the survey questionnaire.

Definition of terms

For this study, the following terms are conceptually and operationally defined:

21st-century teachers. This refers to the 21st-century teachers with the following qualities including adaptor, collaborator, communicator, learner, role model, leader, creative, and tech-savvy.

Adaptor. This refers to the 21st-century quality of teachers who can adapt to changes in education.

Assessment of learner's performance. This refers to teachers' job for giving assessment to the students using diagnostic examination, formative examination, and summative examination.

Classroom management. This refers to teachers' job for creating and maintaining appropriate behavior of students in the classroom.

Collaborator. This refers to the 21st-century quality of teachers who can collaborate and work well with their colleagues in the same institutions.

Communicator. This refers to the 21st-century quality of teachers who are excellent communicators and know how to speak to a variety of different people to do their job effectively.

Creative. This refers to the 21st-century quality of teachers who can use imaginative approaches for interesting and effective learning in the classroom.

Instructional Performance. This refers to the way the teachers' participants do their teaching job in terms of lesson planning, lesson delivery, assessment of learner's performance, and classroom management.

Integration of Technology. This refers to teachers' job who can utilize technology in the teaching-learning process to enhance the student learning experience in the classroom.

Leader. This refers to the 21st-century quality of teachers who can educate and enable, inspire and persuade, enlighten and empower their students.

Learner. This refers to the 21st-century quality of teachers who are lifelong learners that can embrace and are willing to learn more about technology.

Lesson Delivery. This refers to teachers' job for presenting lessons with the use of instructional materials and appropriate teaching strategies in the classroom.

Lesson Planning. This refers to one of the jobs of the teachers to formulate lesson objectives, subject matter, lesson proper including the preparatory activities, developmental activities, application, evaluation, and assessment.

Master Teachers. This refers to the master teachers in the selected public elementary schools in the east district of the Division of Valenzuela.

Role model. This refers to the 21st-century quality of teachers who inspires and encourages students and their colleagues to strive for greatness, live to our fullest, potential and see the best in ourselves.

Tech-savvy. This refers to the 21st-century quality of teachers who can integrate technology to teach and facilitate learning that is needed to participate in the technological world.

METHODOLOGY

This chapter presents the research methodology, research design, research local, sampling technique, research instruments, and methods of data collection used in the study are defined and described. The area where the study was conducted, the participants, and ethical considerations were also included. This chapter also provides a description of how the data will be analyzed and transcribed.

Research design

This study used a Quantitative research methodology to collect, analyze, interpret, and write the results of a study. Creswell (2021) said that the researcher using quantitative methods decides what to study, poses specific questions or hypotheses, hence, the main substance are measurement and statistics. Moreover, the researcher utilized a descriptive design to use the survey, which includes questionnaires, personal interviews, phone surveys, and normative surveys (Manjunatha, 2019) to gather information and helps the researcher understand and summarize the data. The technique used by the researcher was a descriptive survey under descriptive design. Additionally, the researcher conducted a descriptive-comparative study to focus on variables (Cantrell, 2011; as cited by Villahermosa, P. et.al., 2024) and to describe the differences between groups in a population without manipulating the independent variable and descriptive correlation study to examine and describes relationship between different in a way that is not a cause-and-effect relationship (Clarete, P. et.al., 2023), and it attempts to describes variables and measures the extent of the relationships that occur between and among the variables (Aprecia, et.al.,2022). The descriptive-comparative design was used to examine the relationship of teachers and master teachers on the teachers' level of 21st-century qualities, while the

descriptive correlation was used to describe and assessed the relationship of the teachers and master teachers on the teachers’ instructional performance.

Research Local

The study was conducted at public elementary schools at Valenzuela, Metro Manila, where the chosen respondents are teachers and master teachers from the said local area. It is located at the East District Unit I of Division of Valenzuela City.

Participants of the Study

The study used a quantitative survey. For the sampling technique, stratified random sampling will be applied for the teacher-respondents to assure proportional representation from every school. It is a common statistical technique in which a population is separated into different subgroups, or strata, based on some shared traits. Through this technique, researcher obtained and chose a random sample separately from each of the strata (segments or groups) of the population and if the population is similar (homogeneous) within each stratum but differs markedly from one segment to another, stratification can increase the precision of your statistical analysis. (Siegel & Wagner, 2022)

From the total number of teachers of two hundred seventy-two (272) the researcher needed one hundred sixty-three (163) respondents based on the computation of sampling through the application of Cochran formula with 5% margin of error and 95% confidence level. Representatives coming from each school are presented in the table below.

School	Master Teacher		Teachers	
	Population	Sample	Population	Sample
A	5	5	65	39
B	8	8	95	57
C	11	11	112	67
Total	24	24	272	163

To find out the result of the study, the researcher submitted a letter of request to School Principal to know the exact number of master teachers and teachers on School A, School B, and School C. After that, the researcher used the proportionate stratified random sample using this formula: $(\text{sample size}/\text{population size}) \times \text{stratum size}$. The sample respondents from master teachers and teachers itself who were selected have a direct relationship with the research subject, and sufficient and relevant work experience in the field of teaching (public elementary school).

Research Instrument

The researcher created and modified an adapted questionnaire that has already been consulted and validated to the expert in the field of Education, who are graduated in their Doctoral degree. Some of them are professor in prestigious University in the Philippines and a veteran Public School Teacher. Their comments, suggestions, and recommendation are being recognized by the researcher and suddenly found out that it is suitable and connected for the said research undertaking.

The developed questionnaire was pilot tested, and a reliability analysis was conducted to assess the internal consistency of the scale measuring the 21st-century qualities of the teachers in selected public elementary schools in the east district of the division of Valenzuela City and their relationship to their instructional performance. The scale yielded a Cronbach's Alpha value of 0.878, reflecting a high level of reliability. This indicates that the 65 items are closely related and consistently measure the intended construct.

The questionnaire created and modified by the researcher focused on two parts:

For part I, teacher's level of 21st-century qualities such as adaptor, collaborator, communicator, learner, role model, leader, creative, and tech-savvy as perceived by the school heads/master teachers and teachers themselves adapted and modified from study of Domacmat (2022) based on the 21st Century Partnership Framework and be rated as highly practiced, moderately practiced, minimally practiced, and rarely practiced.

Numerical Scale	Descriptive Ratings
4	Highly Practiced (HiP)
3	Moderately Practiced (MoP)
2	Minimally Practiced (MiP)
1	Rarely Practiced (RaP)

For Part II of the survey focused on the teacher's level of instructional performance such as lesson planning, lesson delivery, assessment of learners' performance, integration of technology, and classroom management. This portion was adapted and modified from Instructional Performance of Teacher Education Faculty Members in One State University in the Philippines and be rated as always, sometimes, rarely, and never.

Numerical Scale	Descriptive Ratings
4	Always (A)
3	Sometimes (S)
2	Rarely (R)
1	Never (N)

To determine the level of 21st-century qualities and level of instructional performance of the respondents, a survey questionnaire consisting of the variables conducted.

Data gathering procedure

The researcher submitted a letter of permission to the Division Office of Valenzuela. And the Division Office signed the letter of approval, the researcher submitted the letter to the School Principal to conduct the study. After a week, requested permission addressed to the School Principal and conducted/distributed the survey questionnaires in their respective schools. The researcher personally administered the survey questionnaires. And after a week, the researcher also retrieved to the respondents in the three schools included in the study the data from the survey questionnaire to get a high percentage of results and tabulate and evaluate the data gathered.

Statistical Treatment of Data

The data gathered of the study be statistically treated according to the specific problem of the study as follows:

1. **Weighted Mean.** This was used by the researcher in problem number 1 and problem number 3 to present and analyze the level of the teacher's respondents' 21st-century qualities as well as their instructional performance.
2. **t-test independent sample.** This was used to determine if significant differences exist between the perceptions of the two groups of respondents stated in problem number 2 & 4.

3. **Pearson (r) Correlation Coefficient.** This was used by the researcher to present and analyze the significant relationship between the 21st-century teachers' qualities and their instructional performance stated in problem number

Ethical considerations

The researcher asked permission to the Schools Division Superintendent together with the principal of respective schools from selected public school in the East District Unit I of Division of Valenzuela City to gather the data. Participation of teachers and master teachers was voluntary, and the respondents were allowed to discontinue participation in the study at any point and for any reason. The researcher fully informed the respondents and attached a letter in the survey questionnaire about the objectives of the study, research process, the participations on answering all the questions indicated was also properly explained to gather accurate and valid results and access to data is kept in strict confidentiality to the researcher and for academic purposes only. And the researcher attempted to create and maintain a sense of being comfortable. The researcher used the American Psychological Association (APA) style to give credit to the author/s. Also properly cited and acknowledged the previous literature, studies and other resources that were used as basis of the study. Other than that, this study only intends to contribute for the educational advancement and to protect the respondents from physical and mental harm or abuse during the conduct of the study.

RESULTS AND DISCUSSION

This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study. The findings of the study are organized based on the problems posed in Chapter 1.

1. Level of the Teacher Respondent's 21st Century Qualities

Table 1.1 Level of Teachers' 21st Century Qualities in Terms of being an Adaptor

Indicators	Teachers		MT		Average Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Adapt the K-12 curriculum and its requirements to teach using digital tools.	3.79	HP	3.67	HP	3.73	HP
2. Teaches lessons with a variety of methodologies.	3.77	HP	3.71	HP	3.74	HP
3. Adapt various technologies suitable for teaching and learning for a variety of students' abilities and learning styles.	3.77	HP	3.75	HP	3.76	HP
4. Attend difficult classroom situations with cool-headedness.	3.68	HP	3.75	HP	3.72	HP
5. Adapt a dynamic teaching experience.	3.72	HP	3.79	HP	3.75	HP
Overall Weighted Mean	3.75	HP	3.73	HP	3.74	HP

Legend: 3.25 - 4.00 Highly Practiced (HP); 2.50 - 3.24 Moderately Practiced (MP);

1.75 - 2.49 Minimally Practiced (MiP); 1.00 - 1.74 Rarely Practiced (RP)

The assessment of teachers' qualities in terms of being an Adaptor, as presented in Table 1.1, reveals that the respondents consistently perceive these qualities as highly practiced (HP).

For teachers, all indicators are rated as highly practiced, with scores of 3.79, 3.77, 3.77, 3.68, and 3.72. The highest-rated indicator is "Adapt the K-12 curriculum and its requirements to teach using digital tools" with a score of 3.79, categorized as highly practiced. Meanwhile, the lowest-rated indicator is "Attend difficult classroom situations with cool-headedness," which earned a score of 3.68 but remains under the highly practiced category. The overall weighted mean for teachers is 3.75, interpreted as highly practiced.

Similarly, for Master Teachers (MT), all indicators are rated as highly practiced, with scores of 3.73, 3.74, 3.76, 3.72, and 3.75. The highest-rated indicator is "Adapt various technologies suitable for teaching and learning for a variety of students' abilities and learning styles," with a rating of 3.76. The lowest-rated indicator, "Attend difficult classroom situations with cool-headedness," scored 3.72 but is still classified as highly practiced. The overall weighted mean for Master Teachers is 3.74, also interpreted as highly practiced.

Combining these ratings yields a composite average mean of 3.74, which is verbally interpreted as Highly Practiced. This suggests that the respondents perceive the adaptive qualities of teachers, particularly in implementing diverse teaching strategies, utilizing appropriate technologies, and maintaining composure in challenging situations, as integral and well-practiced components of their professional roles.

Whether it is traditional or integrated with technology, teachers must be able to adapt curriculum and how the curriculum implemented in the classroom to become more effective. The result supports the findings of Loughland and Alonzo (2019), who found out that more adaptable teachers tend to use teaching practices in the classroom that adjust to the needs of the students. This aligns with the study's finding that teachers and master teachers consistently rated their adaptive qualities, such as adapting the K-12 & MATATAG curriculum and utilizing various teaching methodologies, as highly practiced.

Table 1.2 Level of Teachers' 21st Century Qualities in Terms of being a Collaborator

Indicators	Teachers		MT		Average Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Work with others to improve and gain more knowledge.	3.87	HP	3.92	HP	3.89	HP
2. Share my knowledge with my colleagues.	3.85	HP	3.88	HP	3.86	HP
3. Leverage collaborative tools like Google meet, Zoom, Instagram, FB messenger and Facebook to enhance and captivate our learners.	3.72	HP	3.67	HP	3.69	HP
4. Get involved in the implementation of school programs, projects and activities.	3.80	HP	3.88	HP	3.84	HP
5. Serve as a moderator, facilitator and leader as need arises.	3.62	HP	3.71	HP	3.66	HP
Overall Weighted Mean	3.77	HP	3.81	HP	3.79	HP

Legend: 3.25 - 4.00 Highly Practiced (HP); 2.50 - 3.24 Moderately Practiced (MP);

1.75 - 2.49 Minimally Practiced (MiP); 1.00 - 1.74 Rarely Practiced (RP)

The assessment of teachers' qualities in terms of being a Collaborator, as presented in Table 1.2, reveals that the respondents consistently perceive these qualities as highly practiced (HP).

For teachers, all indicators are rated as highly practiced, with scores of 3.87, 3.85, 3.72, 3.80, and 3.62. The highest-rated indicator is "Work with others to improve and gain more knowledge," with a score of 3.87, categorized as highly practiced. Meanwhile, the lowest-rated indicator is "Serve as a moderator, facilitator, and leader as the need arises," which earned a score of 3.62 but remains under the highly practiced category. The overall weighted mean for teachers is 3.77, interpreted as highly practiced.

Similarly, for Master Teachers (MT), all indicators are rated as highly practiced, with scores of 3.92, 3.88, 3.67, 3.88, and 3.71. The highest-rated indicator is "Work with others to improve and gain more knowledge," with a score of 3.92. The lowest-rated indicator is "Leverage collaborative tools like Google Meet, Zoom, Instagram, FB Messenger, and Facebook to enhance and captivate our learners," which scored 3.67 but is still classified as highly practiced. The overall weighted mean for Master Teachers is 3.81, also interpreted as highly practiced.

Combining these ratings yields a composite average mean of 3.79, which is verbally interpreted as Highly Practiced. This suggests that the respondents perceive the collaborative qualities of teachers, particularly in sharing knowledge, leveraging collaborative tools, and actively participating in school programs and activities, as essential and well-practiced aspects of their professional roles.

Collaborator is one of the practiced to engaged teachers in a more effective and successful learning environment through collaborative effort to solve school-related problems and by bringing educational institutions from traditional ways to innovation. The result supports Akour & Alenezi, 2022 define collaboration as the practice of educators working together at a definite pace to achieve common goals. This aligns with the study's finding that teachers and master teachers consistently rated their collaborative qualities, such as collaborating with other teachers, master teachers and school administrators to expand personal and professional development, as highly practiced.

Table 1.3 Level of Teachers’ 21st Century Qualities in Terms of being a Communicator

Indicators	Teachers		MT		Average Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Entertain students in relating stimulates a friendly relationship.	3.86	HP	3.71	HP	3.79	HP
2. Has fluent in tools and technologies that enable communication and collaboration anywhere, anytime.	3.57	HP	3.54	HP	3.56	HP
3. Has not only know how to communicate but also how to facilitate, stimulate, control, moderate, and manage communication.	3.72	HP	3.63	HP	3.68	HP
4. Help avoid misunderstandings and miscommunications.	3.80	HP	3.79	HP	3.80	HP
5. Stimulate, moderate and control communication appropriately.	3.77	HP	3.79	HP	3.78	HP
Overall Weighted Mean	3.74	HP	3.69	HP	3.72	HP

Legend: 3.25 - 4.00 Highly Practiced (HP); 2.50 - 3.24 Moderately Practiced (MP);

1.75 - 2.49 Minimally Practiced (MiP); 1.00 - 1.74 Rarely Practiced (RP)

The assessment of teachers' qualities in terms of being a Communicator, as presented in Table 1.3, reveals that the respondents consistently perceive these qualities as highly practiced (HP).

For teachers, all indicators are rated as highly practiced, with scores of 3.86, 3.57, 3.72, 3.80, and 3.77. The highest-rated indicator is "Entertain students in relating stimulates a friendly relationship," with a score of 3.86, categorized as highly practiced. The lowest-rated indicator is "Has fluent in tools and technologies that enable communication and collaboration anywhere, anytime," which earned a score of 3.57 but remains under the highly practiced category. The overall weighted mean for teachers is 3.74, interpreted as highly practiced.

For Master Teachers (MT), all indicators are also rated as highly practiced, with scores of 3.71, 3.54, 3.63, 3.79, and 3.79. The highest-rated indicators are "Help avoid misunderstandings and miscommunications" and "Stimulate, moderate, and control communication appropriately," both earning a score of 3.79. The lowest-rated indicator is "Has fluent in tools and technologies that enable communication and collaboration anywhere, anytime," with a score of 3.54 but still classified as highly practiced. The overall weighted mean for Master Teachers is 3.69, also interpreted as highly practiced.

Combining these ratings yields a composite average mean of 3.72, which is verbally interpreted as Highly Practiced. This suggests that the respondents view the communicative qualities of teachers, particularly in fostering relationships, managing communication effectively, and preventing misunderstandings, as essential and well-practiced components of their professional roles.

Communication is one of the teachers' jobs in a classroom. Based on the findings of the study of Alamgir, K & et.al (2017) communication skills of a teacher having significant role in the academic success of the students. Wherein communication is a vital part of being a successful teacher. And it is necessary for a teacher to adopt good communication skills while teaching to the students. This aligns with the study's finding that teachers and master teachers consistently rated their communicative qualities, such as communicating with other colleagues effectively, as highly practiced.

Table 1.4 Level of Teachers' 21st Century Qualities in Terms of being a Learner

Indicators	Teachers		MT		Average Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Learn new technologies that can be utilized in my teaching.	3.82	HP	3.63	HP	3.73	HP
2. Attend training that will further hone my skills in teaching.	3.74	HP	3.63	HP	3.69	HP
3. Participate in non-credit courses for technical-vocational skill development.	3.39	HP	3.38	HP	3.39	HP
4. Finish the required Continuing Professional Development units for renewal of my teaching license.	3.70	HP	3.63	HP	3.67	HP
5. Pursue advanced studies for professional development.	3.61	HP	3.42	HP	3.52	HP
Overall Weighted Mean	3.65	HP	3.54	HP	3.60	HP

Legend: 3.25 - 4.00 Highly Practiced (HP); 2.50 - 3.24 Moderately Practiced (MP);

1.75 - 2.49 Minimally Practiced (MiP); 1.00 - 1.74 Rarely Practiced (RP)

The assessment of teachers' qualities in terms of being a Learner, as presented in Table 1.4, reveals that the respondents consistently perceive these qualities as highly practiced (HP).

For teachers, all indicators are rated as highly practiced, with scores of 3.82, 3.74, 3.39, 3.70, and 3.61. The highest-rated indicator is "Learn new technologies that can be utilized in my teaching," with a score of 3.82, categorized as highly practiced. The lowest-rated indicator is "Participate in non-credit courses for technical-vocational skill development," which earned a score of 3.39 but remains within the highly practiced category. The overall weighted mean for teachers is 3.65, interpreted as highly practiced.

For Master Teachers (MT), all indicators are also rated as highly practiced, with scores of 3.63, 3.63, 3.38, 3.63, and 3.42. The highest-rated indicator is "Learn new technologies that can be utilized in my teaching," with a score of 3.63. The lowest-rated indicator is "Participate in non-credit courses for technical-vocational skill development," with a score of 3.38 but still classified as highly practiced. The overall weighted mean for Master Teachers is 3.54, also interpreted as highly practiced.

Combining these ratings yields a composite average mean of 3.60, which is verbally interpreted as Highly Practiced. This suggests that the respondents view the qualities of teachers as learners—particularly in adapting new technologies, attending training, and pursuing advanced studies—as crucial and well-practiced elements of their professional growth.

Teachers are professional learners; they can learn in their everyday lives. It is important for them to learn and to adapt in the new learning environment. As stated by the study of Murray, J. (2021) high quality continuing professional teacher development (CPTD) reduces teacher attrition, raises their educational quality, the status of teaching and it promotes teachers' professional competence. This aligns with the study's finding that teachers and master teachers consistently rated learners' qualities, such as pursuing professional growth in field of expertise that can help to develop the skills they need to become better teachers, as highly practiced.

Table 1.5 Level of Teachers' 21st Century Qualities in Terms of being a Role model

Indicators	Teachers		MT		Average Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Show appropriate behaviors worth emulating by the students.	3.90	HP	3.83	HP	3.87	HP
2. Implement a model of values and brings standards, code of ethics, and strong beliefs.	3.89	HP	3.83	HP	3.86	HP
3. Practice reflection by monitoring and evaluating my teaching via blogs, Twitter, and other media where educators can look both inwards and outwards.	3.49	HP	3.42	HP	3.46	HP
4. Am open to promoting respect and trust between teachers and students.	3.91	HP	3.83	HP	3.87	HP
5. Model reflective practice via social media.	3.63	HP	3.46	HP	3.55	HP
Overall Weighted Mean	3.76	HP	3.67	HP	3.72	HP

Legend: 3.25 - 4.00 Highly Practiced (HP); 2.50 - 3.24 Moderately Practiced (MP);

1.75 - 2.49 Minimally Practiced (MiP); 1.00 - 1.74 Rarely Practiced (RP)

The assessment of teachers' qualities in terms of being a Role Model, as presented in Table 1.5, highlights that these qualities are consistently perceived as highly practiced (HP) by the respondents.

For Teachers, all indicators are rated as highly practiced, with scores of 3.90, 3.89, 3.49, 3.91, and 3.63. The highest-rated indicator is "Am open to promoting respect and trust between teachers and students," with a score of 3.91, categorized as highly practiced. On the other hand, the lowest-rated indicator is "Practice reflection by monitoring and evaluating my teaching via blogs, Twitter, and other media where educators can look both inwards and outwards," which earned a score of 3.49 but still falls under the highly practiced category. The overall weighted mean for teachers is 3.76, interpreted as highly practiced.

For Master Teachers (MT), all indicators are also rated as highly practiced, with scores of 3.83, 3.83, 3.42, 3.83, and 3.46. The highest-rated indicators, both scoring 3.83, are "Show appropriate behaviors worth-emulating by the students" and "Implement a model of values and brings standards, code of ethics, and strong beliefs." Meanwhile, the lowest-rated indicator is "Practice reflection by monitoring and evaluating my teaching via blogs, Twitter, and other media where educators can look both inwards and outwards," with a score of 3.42 but still categorized as highly practiced. The overall weighted mean for Master Teachers is 3.67, also interpreted as highly practiced.

Combining these values results in an average weighted mean of 3.72, which is verbally interpreted as Highly Practiced. This indicates that both teachers and master teachers view the qualities of being a role model—such as promoting trust, modeling values, and demonstrating reflective practices—as integral and well-executed components of their professional roles.

Being a role model can represent good example who can inspires other to imitate good behaviors, it is someone who can make an individual to become a better person. The result supports the early career framework endorsed by Education Endowment Foundation (EEF) to the Department of Education of United Kingdom (2019), teachers are key role models, who can influence the attitudes, values and behaviors of their pupils. This aligns with the study's finding that teachers and master teachers consistently rated teachers role model qualities, such as inspiring students and colleagues by creating a vision for the future of the school community, as highly practiced.

Table 1.6 Level of Teachers’ 21st Century Qualities in Terms of being a Leader

Indicators	Teachers		MT		Average Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. An upright and exemplary in behavior to earn respect and high esteem from students and colleagues.	3.86	HP	3.88	HP	3.87	HP
2. Share my best practices in teaching and learning to my colleagues.	3.80	HP	3.83	HP	3.82	HP
3. Set clear goals and objectives crucial to the success of the project.	3.81	HP	3.96	HP	3.89	HP
4. Lead in the integration of modern technology in classroom teaching.	3.74	HP	3.71	HP	3.73	HP
5. Project/manifest the 21st century qualities of a leader.	3.72	HP	3.71	HP	3.72	HP
Overall Weighted Mean	3.79	HP	3.82	HP	3.80	HP

Legend: 3.25 - 4.00 Highly Practiced (HP); 2.50 - 3.24 Moderately Practiced (MP);

1.75 - 2.49 Minimally Practiced (MiP); 1.00 - 1.74 Rarely Practiced (RP)

The assessment of teachers' qualities in terms of being a Leader, as presented in Table 1.6, shows that the respondents consistently view these qualities as highly practiced (HP).

For Teachers, all indicators are rated as highly practiced, with scores of 3.86, 3.80, 3.81, 3.74, and 3.72. The highest-rated indicator is "An upright and exemplary in behavior to earn respect and high esteem from students and colleagues," with a score of 3.86, categorized as highly practiced. The lowest-rated indicator is "Project/manifest the 21st-century qualities of a leader," earning a score of 3.72 but still falling within the highly practiced category. The overall weighted mean for teachers is 3.79, interpreted as highly practiced.

For Master Teachers (MT), all indicators are also rated as highly practiced, with scores of 3.88, 3.83, 3.96, 3.71, and 3.71. The highest-rated indicator is "Set clear goals and objectives crucial to the success of the project," with a score of 3.96. On the other hand, the lowest-rated indicators, both scoring 3.71, are "Lead in the integration of modern technology in classroom teaching" and "Project/manifest the 21st-century qualities of a leader." The overall weighted mean for Master Teachers is 3.82, also interpreted as highly practiced.

The average weighted mean of 3.80 is verbally interpreted as Highly Practiced. This indicates that both teachers and master teachers demonstrate strong leadership qualities, such as setting clear goals, earning respect, sharing best practices, and integrating modern technology into classroom teaching. These traits underscore their effectiveness as leaders in the educational context.

A leader is the one who set rules, guide individual, and inspires others to make a change for the better future. They are the visionaries of exceptional work towards desired outcomes. Based on the study of Khachaturova (2021), the development of leadership qualities in a teacher has a direct impact on the level of success of the students. This aligns with the study's finding that teachers and master teachers consistently rated teachers' leadership qualities, such as advocating for students' achievement, leading a professional teachers association, or serving as a mentor for newly hired teachers, as highly practiced.

Table 1.7 Level of Teachers' 21st Century Qualities in Terms of being Creative

Indicators	Teachers		MT		Average Mean	Weighted
	WM	VI	WM	VI	WM	VI
1. Customize my own learning activities.	3.74	HP	3.71	HP	3.73	HP
2. Match the students' preferred learning to a variety of ICT tools.	3.58	HP	3.50	HP	3.54	HP
3. Has a vision of what I want and what technology can achieve to be able to identify goals and facilitate learning.	3.71	HP	3.63	HP	3.67	HP
4. Use imaginative approaches to make the learning process to be more interesting, motivating, attracting, thrilling and effective.	3.75	HP	3.71	HP	3.73	HP
5. Organize instructional materials in a cognitively advantageous way.	3.74	HP	3.58	HP	3.66	HP
Overall Weighted Mean	3.70	HP	3.63	HP	3.67	HP

Legend: 3.25 - 4.00 Highly Practiced (HP); 2.50 - 3.24 Moderately Practiced (MP);

1.75 - 2.49 Minimally Practiced (MiP); 1.00 - 1.74 Rarely Practiced (RP)

The assessment of teachers' qualities in terms of being **Creative**, as presented in Table 1.7, reveals that the respondents consistently perceive these qualities as highly practiced (HP).

For Teachers, all indicators are rated as highly practiced, with scores of 3.74, 3.58, 3.71, 3.75, and 3.74. The highest-rated indicator is "Use imaginative approaches to make the learning process to be more interesting, motivating, attracting, thrilling, and effective," with a score of 3.75. The lowest-rated indicator is "Match the students' preferred learning to a variety of ICT tools," which earned a score of 3.58 but remains within the highly practiced category. The overall weighted mean for teachers is 3.70, interpreted as highly practiced.

For Master Teachers (MT), all indicators are also highly practiced, with scores of 3.71, 3.50, 3.63, 3.71, and 3.58. The highest-rated indicator is shared by two items: "Customize my own learning activities" and "Use imaginative approaches to make the learning process to be more interesting, motivating, attracting, thrilling, and effective," both scoring 3.71. The lowest-rated indicator is "Match the students' preferred learning to a variety of ICT tools," earning a score of 3.50 but still categorized as highly practiced. The overall weighted mean for Master Teachers is 3.63, also interpreted as highly practiced.

The average weighted mean of 3.67 is verbally interpreted as Highly Practiced. This suggests that both teachers and master teachers exhibit strong creative qualities in their teaching practices, such as customizing learning activities, incorporating ICT tools, using imaginative approaches, and organizing instructional materials effectively. These attributes contribute to creating engaging and effective learning experiences for students.

To become more interesting the teaching and learning process, teachers must have a creative thinking to become more effective in using different ways or imaginative approaches inside the classroom. As stated on the study of D'souza, F. P., and Padmanabha, C. H. (2024), creativity in teaching plays a vital role in enhancing students' learning experiences wherein confidence, enthusiasm, and commitment are common qualities of creative teachers. This aligns with the study's finding that teachers and master teachers consistently rated their creative qualities, such as creative teaching wherein teachers can empower to express ideas and opinions in unique ways effectively, as highly practiced.

Table 1.8 Level of Teachers' 21st Century Qualities in Terms of being a Tech-savvy

Indicators	Teachers		MT		Average Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Has use technologies in my daily lives.	3.58	HP	3.42	HP	3.50	HP
2. See the potential in the emerging tools, and web technologies and grasp them to serve my students' needs.	3.5	HP	3.46	HP	3.48	HP
3. Initiate use of different online modalities.	3.39	HP	3.29	HP	3.34	HP
4. Apply various technologies and tools in classroom instruction.	3.5	HP	3.42	HP	3.46	HP
5. Take the risk and use the strengths of digital natives.	3.48	HP	3.38	HP	3.43	HP
Overall Weighted Mean	3.49	HP	3.39	HP	3.44	HP

Legend: 3.25 - 4.00 Highly Practiced (HP); 2.50 - 3.24 Moderately Practiced (MP);

1.75 - 2.49 Minimally Practiced (MiP); 1.00 - 1.74 Rarely Practiced (RP)

The assessment of teachers' qualities in terms of being Tech-savvy, as presented in Table 1.8, indicates that respondents perceive these qualities as highly practiced (HP).

For Teachers, all indicators are rated as highly practiced, with scores of 3.58, 3.50, 3.39, 3.50, and 3.48. The highest-rated indicator is "Has used technologies in my daily lives," with a score of 3.58, reflecting a strong reliance on technology. The lowest-rated indicator is "Initiate use of different online modalities," which earned a score of 3.39 but is still categorized as highly practiced. The overall weighted mean for teachers is 3.49, interpreted as highly practiced.

For Master Teachers (MT), all indicators are similarly rated as highly practiced, with scores of 3.42, 3.46, 3.29, 3.42, and 3.38. The highest-rated indicator is "See the potential in the emerging tools, and web technologies and grasp them to serve my students' needs," with a score of 3.46. The lowest-rated indicator is "Initiate use of different online modalities," earning a score of 3.29, which still falls under the highly practiced category. The overall weighted mean for Master Teachers is 3.39, also interpreted as highly practiced.

The average weighted mean of 3.44 is verbally interpreted as Highly Practiced. This suggests that both teachers and master teachers demonstrate commendable competence in using and integrating technology into their teaching practices. Their ability to utilize various tools, embrace emerging technologies, and adapt to digital modalities supports their role in meeting the evolving needs of 21st-century learners.

In the 21st-century education, teachers are active learner in using technology-based preparation to their lessons to enhance their teaching skills and make the lesson more engaging for the learners. The result supports the findings of the study of Sartor, V. (2020) those who are skilled at integrating and applying technology will likely find more opportunities. They are teachers who empowered digital tools who can transform education to innovation. This aligns with the study's finding that teachers and master teachers consistently rated their tech-savvy qualities, such as using technology effectively to enhance teaching and learning strategies, and evaluating the effectiveness of the technology, as highly practiced.

2. Significant difference between the perceptions of the two groups of respondents on the teachers' level of 21st-century qualities.

Table 2.1 Comparison of Teachers and Master Teachers' Perceptions of Teachers' Qualities

21st Century Qualities	Position	Mean	Computed t	p-value	Decision	Remarks
Adaptor	Teachers	3.75	0.158	0.874	Failed to Reject Ho	Not Significant
	Master Teachers	3.73				
Collaborator	Teachers	3.77	-0.486	0.627	Failed to Reject Ho	Not Significant
	Master Teachers	3.81				
Communicator	Teachers	3.74	0.707	0.481	Failed to Reject Ho	Not Significant
	Master Teachers	3.69				
Role Model	Teachers	3.76	1.111	0.268	Failed to Reject Ho	Not Significant
	Master Teachers	3.68				
Learner	Teachers	3.65	1.131	0.26	Failed to Reject Ho	Not Significant
	Master Teachers	3.53				

Leader	Teachers	3.78	-0.428	0.669	Failed to Reject Ho	Not Significant
	Master Teachers	3.82				
Creative	Teachers	3.70	0.823	0.412	Failed to Reject Ho	Not Significant
	Master Teachers	3.63				
Tec savvy	Teachers	3.49	0.869	0.386	Failed to Reject Ho	Not Significant
	Master Teachers	3.39				

Table 2.1 presents a comparison between the perceptions of Teachers and Master Teachers regarding the teachers' level of 21st-century qualities. The results reveal no significant differences between the two groups for all the qualities assessed. For the quality "Adaptor," the computed t-value of 0.158 and p-value of 0.874 indicate no significant difference in perceptions, with Teachers (mean = 3.75) and Master Teachers (mean = 3.73) sharing similar views on adaptability. Similarly, for "Collaborator," the computed t-value of -0.486 and p-value of 0.627 show no significant difference, as Teachers (mean = 3.77) and Master Teachers (mean = 3.81) rated this quality closely.

In terms of communication skills, or "Communicator," the computed t-value of 0.707 and p-value of 0.481 suggest no significant difference in perceptions, with Teachers (mean = 3.74) and Master Teachers (mean = 3.69) showing comparable ratings. For "Role Model," the computed t-value of 1.111 and p-value of 0.268 indicate no significant difference between Teachers (mean = 3.76) and Master Teachers (mean = 3.68). Likewise, the quality of "Learner" yielded a computed t-value of 1.131 and p-value of 0.260, confirming that Teachers (mean = 3.65) and Master Teachers (mean = 3.53) hold similar perceptions about continuous learning.

The quality "Leader" also showed no significant difference, with a computed t-value of -0.428 and p-value of 0.669, as both Teachers (mean = 3.78) and Master Teachers (mean = 3.82) expressed comparable perceptions. For "Creative," the computed t-value of 0.823 and p-value of 0.412 further suggest no significant difference between Teachers (mean = 3.70) and Master Teachers (mean = 3.63). Lastly, for "Tech-savvy," the computed t-value of 0.869 and p-value of 0.386 reveal no significant difference, with Teachers (mean = 3.49) and Master Teachers (mean = 3.39) showing aligned views.

Overall, the findings indicate that the null hypothesis was not rejected for any of the 21st-century qualities assessed. This suggests that Teachers and Master Teachers have similar perceptions regarding the teachers' level of adaptability, collaboration, communication, role modeling, continuous learning, leadership, creativity, and technological proficiency.

Table 2.2 Overall Comparison of Teachers and Master Teachers' Perceptions of Teachers' Qualities

Position	Mean	Computed t	p-value	Decision	Remarks
Teachers	3.707	2.83	0.486	Failed to Reject H _o	Not Significant
Master Teachers	3.659				

Table 2.2 shows the overall comparison between the perceptions of Teachers and Master Teachers regarding the teachers' level of 21st-century qualities. Comparing the assessments of Teachers and Master Teachers, the results revealed a computed t-value of 2.83 and a p-value of 0.486. Since the p-value exceeds the standard

significance level of 0.05, it is verbally interpreted as not significant, indicating no significant difference between the perceptions of Teachers and Master Teachers regarding the teachers' 21st-century qualities. The findings suggest that both Teachers and Master Teachers share a similar perception of the teachers' level of 21st-century qualities. This alignment indicates a shared understanding of how teachers exhibit these qualities, such as adaptability, collaboration, communication, creativity, and technological proficiency, within the school setting.

Overall, the findings indicate that the null hypothesis was not rejected, as there is no significant difference between the assessments of the two groups regarding teachers' 21st-century qualities.

According to Louis (2012), the development of 21st-century skills will also contribute positively to the future of students. 21st century skills encompass a broad range of abilities essential for success in college, careers, and adult life. (Buckle, n.d.)

3. Level of the Teacher Respondent's on Instructional Performance.

Table 3.1 Level of Teachers' Instructional Performance in Terms of Lesson Planning

Indicators	Teachers		MT		Average Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Set specific and measurable goals and objectives of the lesson.	3.96	A	3.96	A	3.96	A
2. Prepare activities suitable to the ability of learners.	3.92	A	3.92	A	3.92	A
3. Give reasonable course requirements and assignments.	3.87	A	3.92	A	3.90	A
4. Use a comprehensive, updated, and relevant reference list.	3.87	A	3.79	A	3.83	A
5. Plan to sequence the lesson in an engaging and meaningful manner.	3.89	A	3.88	A	3.89	A
Overall Weighted Mean	3.90	A	3.89	A	3.90	A

Legend: 3.25-4.00 Always (A); 2.50-3.24 Sometimes (S); 1.75-2.49 Rarely (R); 1.00-1.74 Never (N)

The assessment of teachers' instructional performance in terms of Lesson Planning, as presented in Table 3.1, indicates that both teachers and master teachers perceive these practices as consistently applied.

For Teachers, all indicators are rated as Always (A), with scores of 3.96, 3.92, 3.87, 3.87, and 3.89. The highest-rated indicators are "Set specific and measurable goals and objectives of the lesson" and "Prepare activities suitable to the ability of learners," both with scores of 3.96 and 3.92, respectively, reflecting a strong commitment to clear and appropriate lesson objectives and activities. The lowest-rated indicator is "Give reasonable course requirements and assignments," with a score of 3.87, still classified as Always. The overall weighted mean for teachers is 3.90, interpreted as Always.

On the other hand, for Master Teachers (MT), all indicators are similarly rated as Always (A), with scores of 3.96, 3.92, 3.92, 3.79, and 3.88. The highest-rated indicator is "Set specific and measurable goals and objectives of the lesson," with a score of 3.96, while the lowest-rated indicator is "Use a comprehensive,

updated, and relevant reference list," earning a score of 3.79, which still falls under the Always category. The overall weighted mean for master teachers is 3.89, also interpreted as Always.

The average weighted mean of 3.90 is verbally interpreted as Always. This suggests that both teachers and master teachers consistently exhibit high levels of instructional performance in lesson planning. They effectively set clear goals, prepare appropriate activities, give reasonable assignments, use updated references, and sequence lessons in a meaningful way, demonstrating their commitment to quality and effective teaching.

Teachers create a more student success if they are making a better lesson plan. As stated from the study of Farhang, et.al. (2023) teachers who want to get better results from the teaching process, it is considered important to plan their lessons in advance, because classroom conditions, prevailing social factors, students' status, etc. are among the variables that depend on special situations and cannot be considered in the textbooks. Lesson plan provides teachers general outline that bridges the intent of the curriculum with the daily teaching and learning of the teacher inside the classroom. This aligns with the study's finding that teachers and master teachers consistently rated their instructional performance, such as making an effective lesson planning as guide for facilitating lesson, as always.

Table 3.2 Level of Teachers' Instructional Performance in Terms of Lesson Delivery

Indicators	Teachers		MT		Average Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Present the subject matter clearly and systematically. Explains the objectives and expectations of the subject.	3.9	A	3.88	A	3.89	A
2. Relate the lesson to other fields and current issues/concerns. Demonstrates thorough and broad knowledge of the lesson.	3.87	A	3.88	A	3.88	A
3. Invites questions from students. Explain concepts again when I note that the concept is not well understood.	3.88	A	3.88	A	3.88	A
4. Use appropriate teaching techniques and instructional materials. Identifies and stresses important points.	3.89	A	3.88	A	3.89	A
5. Engage the students in the lesson and use cooperative learning techniques or technology.	3.88	A	3.88	A	3.88	A
Overall Weighted Mean	3.88	A	3.88	A	3.88	A

Legend: 3.25-4.00 Always (A); 2.50-3.24 Sometimes (S); 1.75-2.49 Rarely (R); 1.00-1.74 Never (N)

The assessment of teachers' instructional performance in terms of Lesson Delivery, as presented in Table 3.2, indicates that both teachers and master teachers perceive these practices as consistently applied.

For Teachers, all indicators are rated as Always (A), with scores of 3.90, 3.87, 3.88, 3.89, and 3.88. The highest-rated indicator is "Present the subject matter clearly and systematically. Explains the objectives and expectations of the subject," with a score of 3.90, reflecting a strong ability to present the lesson in a clear and organized manner. The lowest-rated indicator is "Relate the lesson to other fields and current issues/concerns. Demonstrates thorough and broad knowledge of the lesson," which earned a score of 3.87 but is still classified as Always. The overall weighted mean for teachers is 3.88, interpreted as Always.

For Master Teachers (MT), all indicators are similarly rated as Always (A), with scores of 3.88, 3.88, 3.88, 3.88, and 3.88. The highest-rated indicators are equally distributed across all items, with a score of 3.88, demonstrating consistent and thorough delivery of lessons in a systematic and engaging manner. The overall weighted mean for master teachers is 3.88, also interpreted as Always.

The average weighted mean of 3.88 is verbally interpreted as Always. This suggests that both teachers and master teachers consistently exhibit high levels of instructional performance in lesson delivery. They present lessons in a clear and organized way, relate the lesson to broader fields and current issues, invite questions from students, use appropriate teaching techniques, and engage students through cooperative learning and technology. These practices reflect their dedication to delivering quality lessons and fostering an interactive and effective learning environment.

Due to COVID-19 pandemic lesson delivery transformed in many ways. Imran, R. et.al. (2023) reveals on their review of the studies that blended teaching, combining the benefits of face-to-face and online teaching methods, has emerged as a promising approach for higher education in the post-COVID-19 era. And students across different study years responded in a similar order ranking blended learning delivery as highly favorable (Lee, 2023). This aligns with the study's finding that teachers and master teachers consistently rated their instructional performance, such as transforming the delivery of lesson effectively into blended approach wherein technology is being used to structure a learning experience, as always.

Table 3.3 Level of Teachers’ Instructional Performance in Terms of Assessment of Learners’ Performance

Indicators	Teachers		MT		Average Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Use evaluation measures and tests that adequately sample what was covered in the course.	3.88	A	3.83	A	3.86	A
2.Explain the grading procedure and standards clearly.	3.87	A	3.83	A	3.85	A
3.Provides continuous feedback to the learners.	3.88	A	3.88	A	3.88	A
4.Mentor students on their least mastered competencies.	3.88	A	3.92	A	3.90	A
5. Design assignments for learners that are interesting and challenging to them.	3.85	A	3.83	A	3.84	A
Overall Weighted Mean	3.87	A	3.86	A	3.87	A

Legend: 3.25-4.00 Always (A); 2.50-3.24 Sometimes (S); 1.75-2.49 Rarely (R); 1.00-1.74 Never (N)

The assessment of teachers' instructional performance in terms of Assessment of Learners’ Performance, as presented in Table 3.3, indicates that both teachers and master teachers perceive these practices as consistently applied.

For teachers, all indicators are rated as Always (A), with scores of 3.88, 3.87, 3.88, 3.88, and 3.85. The highest-rated indicators are "Use evaluation measures and tests that adequately sample what was covered in the course," "Provides continuous feedback to the learners," and "Mentor students on their least mastered competencies," each with a score of 3.88. This reflects a strong focus on comprehensive assessment and individualized support. The lowest-rated indicator is "Design assignments for learners that are interesting and

challenging to them," which earned a score of 3.85 but is still classified as Always. The overall weighted mean for teachers is 3.87, interpreted as Always.

While for Master Teachers (MT), all indicators are rated as Always (A), with scores of 3.83, 3.83, 3.88, 3.92, and 3.83. The highest-rated indicator is "Mentor students on their least mastered competencies," with a score of 3.92, indicating a strong emphasis on providing tailored assistance to learners. The lowest-rated indicators are "Use evaluation measures and tests that adequately sample what was covered in the course," "Explain the grading procedure and standards clearly," and "Design assignments for learners that are interesting and challenging to them," all earning a score of 3.83, which still falls under the Always category. The overall weighted mean for master teachers is 3.86, also interpreted as Always.

The average weighted mean of 3.87 is verbally interpreted as Always. This suggests that both teachers and master teachers consistently demonstrate effective practices in assessing learners' performance. They ensure that evaluations align with the course coverage, provide clear grading procedures, offer continuous feedback, mentor learners on their weaknesses, and design engaging and challenging assignments.

After the deliberation of the lesson, teachers must be able to know if the learners understand the given lesson or need an additional example. That's why assessment is very important for the students to help them improved what is needed. Tosuncuoglu (2018) concluded that assessment plays a crucial role in the process of learning and connects students to new knowledge using their current abilities. And identifying students' strengths and weaknesses and helping teachers to plan appropriate course of action to support learners. This aligns with the study's finding that teachers and master teachers consistently rated their instructional performance, such as assessing learners' performance effectively to measure the effectiveness of teaching, and revise ineffective teaching choice, as always

Table 3.4 Level of Teachers' Instructional Performance in Terms of Technology in Teaching

Indicators	Teachers		MT		Average Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Incorporate computers, smartphones, virtual reality tools and other innovative devices to help students learn.	3.47	A	3.5	A	3.49	A
2. Use PowerPoint for the lesson and other educational apps in the classroom.	3.56	A	3.58	A	3.57	A
3. Apply gamification in teaching and learning experiences.	3.39	A	3.42	A	3.41	A
4. Use social media as teaching tools like Youtube, Facebook or Instagram live video engagements.	3.31	A	3.38	A	3.35	A
5. Build lesson plans using differentiated instruction and technology.	3.53	A	3.54	A	3.54	A
Overall Weighted Mean	3.45	A	3.48	A	3.47	A

Legend: 3.25-4.00 Always (A); 2.50-3.24 Sometimes (S); 1.75-2.49 Rarely (R); 1.00-1.74 Never (N)

The assessment of teachers' instructional performance in terms of Integration of Technology in Teaching, as presented in Table 3.4, indicates that both teachers and master teachers perceive these practices as consistently applied.

For Teachers, all indicators are rated as Always (A), with weighted means of 3.47, 3.56, 3.39, 3.31, and 3.53. The highest-rated indicator is "Use PowerPoint for the lesson and other educational apps in the classroom," with a weighted mean of 3.56, reflecting teachers' strong inclination toward utilizing presentation tools and educational apps to enhance instruction. The lowest-rated indicator, "Use social media as teaching tools like YouTube, Facebook, or Instagram live video engagements," scored 3.31, indicating room for growth in leveraging social media for teaching. The overall weighted mean for teachers is 3.45, interpreted as Always.

For Master Teachers (MT), all indicators are similarly rated as Always (A), with weighted means of 3.50, 3.58, 3.42, 3.38, and 3.54. The highest-rated indicator is again "Use PowerPoint for the lesson and other educational apps in the classroom," with a weighted mean of 3.58, underscoring the master teachers' consistent application of technology in instruction. The lowest-rated indicator, "Use social media as teaching tools like YouTube, Facebook, or Instagram live video engagements," scored 3.38, though still within the Always category. The overall weighted mean for master teachers is 3.48, also interpreted as Always.

The average weighted mean of 3.47 is verbally interpreted as Always. This suggests that both teachers and master teachers consistently integrate technology into their instructional practices. Their effective use of tools such as PowerPoint, gamification, and differentiated instruction technologies demonstrates their commitment to fostering innovative and engaging learning environments, with potential for further exploration of social media as teaching tools.

There's a lot of opportunities that technology brings to education, Integration of technology (Drexel University, n.d.) define as the use of technology to enhance the student learning experience ... the implementation of technology also creates pathways for differentiated instruction to meet the unique needs of students as individual learners within a broader classroom climate. The findings of the study of Zeichner (2021) support the notion that the more positive teachers' emotional and cognitive aspects toward technology and computers, and particularly their approach to integrating computers in teaching, are – higher levels and better integration are expected of meaningful digital teaching-learning. This aligns with the study's finding that teachers and master teachers consistently rated their instructional performance, such as integrating technology in teaching effectively to enhance learning process, as always.

Table 3.5 Level of Teachers' Instructional Performance in Terms of Classroom Management

Indicators	Teachers		MT		Average Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Respect diversity and practice inclusivity in the classroom.	3.90	A	3.83	A	3.87	A
2. Treat students tactfully and give constructive criticism.	3.88	A	3.88	A	3.88	A
3. Am firm and consistent, strict but reasonable in disciplining students and encourage the students to do their best.	3.88	A	3.92	A	3.90	A
4. Foster a stimulating atmosphere that encourages the students to participate in class discussions/activities.	3.89	A	3.92	A	3.91	A
5. Address inappropriate behavior quickly especially when a student breaks a school rule. Talk to the student in private.	3.88	A	3.88	A	3.88	A
Overall Weighted Mean	3.89	A	3.89	A	3.89	A

Legend: 3.25-4.00 Always (A); 2.50-3.24 Sometimes (S); 1.75-2.49 Rarely (R); 1.00-1.74 Never (N)

The assessment of teachers' instructional performance in terms of Classroom Management, as presented in Table 3.5, indicates that both teachers and master teachers perceive these practices as consistently applied.

For Teachers, all indicators are rated as Always (A), with scores of 3.90, 3.88, 3.88, 3.89, and 3.88. The highest-rated indicator is "Respect diversity and practice inclusivity in the classroom," with a score of 3.90, reflecting teachers' strong commitment to fostering an inclusive and respectful learning environment. The other indicators, such as "Treat students tactfully and give constructive criticism" and "Address inappropriate behavior quickly especially when a student breaks a school rule," also scored consistently high. The overall weighted mean for teachers is 3.89, interpreted as Always.

For Master Teachers (MT), Similarly, all indicators are rated as Always (A), with scores of 3.83, 3.88, 3.92, 3.92, and 3.88. The highest-rated indicators are "Am firm and consistent, strict but reasonable in disciplining students and encourage the students to do their best" and "Foster a stimulating atmosphere that encourages the students to participate in class discussions/activities," both earning a score of 3.92, highlighting the master teachers' emphasis on balanced discipline and active student engagement. The lowest-rated indicator is "Respect diversity and practice inclusivity in the classroom," with a score of 3.83, which still falls under the Always category. The overall weighted mean for master teachers is 3.89, also interpreted as Always.

The average weighted mean of 3.89 is verbally interpreted as Always. This suggests that both teachers and master teachers consistently exhibit effective classroom management practices. They demonstrate respect for diversity, tactful student treatment, firm but reasonable discipline, stimulating classroom environments, and quick resolution of inappropriate behaviors. These practices contribute to a well-managed, inclusive, and engaging learning environment that supports students' overall development.

Teaching is not the only job of a teachers; to smoothly run the classroom lessons they need to engage learners and prevent disruptive behavior of the learner. In the study of Culha and Yilmaz (2023), they revealed the solutions that teachers need to apply in terms of classroom management by using some strategies such as visual elements, mainstreaming, considering individual differences, increasing comprehensibility, peer support, social communication, language activities, using reinforcement, intensive communication, and family support. This aligns with the study's finding that teachers and master teachers consistently rated their instructional performance, such as managing the classroom effectively to create a learning environment that is conducive to learners to achieve successful instruction, as always.

4. Ssignificant difference between the perceptions of the two groups of respondents on the teachers’ instructional performance?

Table 4.1 Comparison of Teachers and Master Teachers’ Perceptions of Instructional Performance

Instructional Performance	Position	Mean	Computed t	P-value	Decision	Remarks
Lesson Planning	Teachers	3.902	0.201	0.841	Failed to Reject Ho	Not Significant
	Master Teachers	3.892				
Lesson Delivery	Teachers	3.882	0.126	0.900	Failed to Reject Ho	Not Significant
	Master Teachers	3.875				
Assessment	Teachers	3.871	0.202	0.840	Failed to Reject Ho	Not Significant
	Master Teachers	3.858				
Integration of	Teachers	3.453	-0.289	0.773	Failed to Reject	Not

Technology	Master Teachers	3.483			Ho	Significant
Classroom Management	Teachers	3.886	0.041	0.967	Failed to Reject Ho	Not Significant
	Master Teachers	3.883				

Table 4.1 presents a comparison between the perceptions of Teachers and Master Teachers regarding their instructional performance across five areas. The results reveal no significant differences between the two groups for all the areas assessed.

For Lesson Planning, the computed t-value of 0.201 and p-value of 0.841 indicate no significant difference in perceptions, with Teachers (mean = 3.902) and Master Teachers (mean = 3.892) sharing similar views on this aspect. Similarly, for Lesson Delivery, the computed t-value of 0.126 and p-value of 0.900 confirm no significant difference, as Teachers (mean = 3.882) and Master Teachers (mean = 3.875) provided comparable ratings.

In the area of Assessment, the computed t-value of 0.202 and p-value of 0.840 suggest no significant difference in perceptions, with Teachers (mean = 3.871) and Master Teachers (mean = 3.858) holding similar views. For Integration of Technology, the computed t-value of -0.289 and p-value of 0.773 also indicate no significant difference, with Teachers (mean = 3.453) and Master Teachers (mean = 3.483) showing aligned perceptions of this performance aspect.

Finally, for Classroom Management, the computed t-value of 0.041 and p-value of 0.967 reveal no significant difference, as Teachers (mean = 3.886) and Master Teachers (mean = 3.883) expressed similar views on this aspect of instructional performance.

Overall, the findings indicate that the null hypothesis was not rejected for any of the areas assessed. This suggests that Teachers and Master Teachers have similar perceptions regarding instructional performance, particularly in lesson planning, delivery, assessment, technology integration, and classroom management.

Table 4.2 Overall Comparison of Teachers and Master Teachers’ Perceptions of Instructional Performance

Position	Mean	Computed t	p-value	Decision	Remarks
Teachers	3.7988	0.009	0.993	Failed to Reject H _o	Not Significant
Master Teachers	3.7983				

Table 4.2 shows the overall comparison between the perceptions of Teachers and Master Teachers regarding the teachers’ instructional performance. The results revealed a computed t-value of 0.009 and a p-value of 0.993. Since the p-value is much greater than the standard significance level of 0.05, it is verbally interpreted as not significant, indicating no significant difference between the perceptions of Teachers and Master Teachers regarding instructional performance.

Overall, the null hypothesis was not rejected, suggesting that the two groups have aligned perceptions of instructional performance. The findings indicate a shared understanding and agreement between Teachers and Master Teachers on the level of instructional performance. This alignment suggests consistency in how both groups evaluate and perceive key aspects of teaching, such as lesson planning, delivery, assessment, technology integration, and classroom management.

The quality of teaching must be constantly enhanced to provide students with the best learning experience possible and help them achieve their academic goals successfully. (Teacher Academy, 2022). The result of the study supports the findings of Corina & Valerica (2012) confirmed that the overall job satisfaction is positive correlated with different teachers' perceptions of their professional activity and are differences in the levels of job satisfaction depending on the perceptions of teaching profession (work).

5. Significant relationship between the 21st-century teachers' qualities and their instructional performance?

Table 5.1 Correlation between the 21st-century teachers' qualities and their instructional performance

Variation	Pearson r		Remarks	Decision
	Computed	p-value		
Adaptor vs Lesson Planning	0.474	0.000	Reject H _o	Significant
Adaptor vs Lesson Delivery	0.567	0.000	Reject H _o	Significant
Adaptor vs Assessment of learner's performance	0.523	0.000	Reject H _o	Significant
Adaptor vs Integration of Technology	0.273	0.000	Reject H _o	Significant
Adaptor vs Classroom Management	0.538	0.000	Reject H _o	Significant
Collaborator vs Lesson Planning	0.480	0.000	Reject H _o	Significant
Collaborator vs Lesson Delivery	0.530	0.000	Reject H _o	Significant
Collaborator vs Assessment of learner's performance	0.531	0.000	Reject H _o	Significant
Collaborator vs Integration of Technology	0.312	0.000	Reject H _o	Significant
Collaborator vs Classroom Management	0.450	0.000	Reject H _o	Significant
Communicator vs Lesson Planning	0.531	0.000	Reject H _o	Significant
Communicator vs Lesson Delivery	0.510	0.000	Reject H _o	Significant
Communicator vs Assessment of learner's performance	0.547	0.000	Reject H _o	Significant
Communicator vs Integration of Technology	0.297	0.000	Reject H _o	Significant
Communicator vs Classroom Management	0.490	0.000	Reject H _o	Significant
Learner vs Lesson Planning	0.397	0.000	Reject H _o	Significant
Learner vs Lesson Delivery	0.480	0.000	Reject H _o	Significant
Learner vs Assessment of learner's performance	0.321	0.000	Reject H _o	Significant
Learner vs Integration of Technology	0.395	0.000	Reject H _o	Significant

Learner vs Classroom Management	0.382	0.000	Reject H _o	Significant
Role Model vs Lesson Planning	0.480	0.000	Reject H _o	Significant
Role Model vs Lesson Delivery	0.467	0.000	Reject H _o	Significant
Role Model vs Assessment of learner's performance	0.404	0.000	Reject H _o	Significant
Role Model vs Integration of Technology	0.274	0.000	Reject H _o	Significant
Role Model vs Classroom Management	0.424	0.000	Reject H _o	Significant
Leader vs Lesson Planning	0.560	0.000	Reject H _o	Significant
Leader vs Lesson Delivery	0.605	0.000	Reject H _o	Significant
Leader vs Assessment of learner's performance	0.448	0.000	Reject H _o	Significant
Leader vs Integration of Technology	0.409	0.000	Reject H _o	Significant
Leader vs Classroom Management	0.507	0.000	Reject H _o	Significant
Creative vs Lesson Planning	0.543	0.000	Reject H _o	Significant
Creative vs Lesson Delivery	0.554	0.000	Reject H _o	Significant
Creative vs Assessment of learner's performance	0.469	0.000	Reject H _o	Significant
Creative vs Integration of Technology	0.457	0.000	Reject H _o	Significant
Creative vs Classroom Management	0.478	0.000	Reject H _o	Significant
Tech-savvy vs Lesson Planning	0.338	0.000	Reject H _o	Significant
Tech-savvy vs Lesson Delivery	0.331	0.000	Reject H _o	Significant
Tech-savvy vs Assessment of learner's performance	0.196	0.007	Reject H _o	Significant
Tech-savvy vs Integration of Technology	0.789	0.000	Reject H _o	Significant
Tech-savvy vs Classroom Management	0.251	0.001	Reject H _o	Significant

Note: ** Correlation is significant at the 0.01 level (two-tailed)

Legend:

The Value of r	Verbal Interpretation
± 1	Perfectly Relationship
± 0.81 to ± 0.99	Very High Relationship

± 0.71 to ± 0.80	High Relationship
± 0.41 to ± 0.70	Moderate Relationship
± 0.21 to ± 0.40	Low Relationship
± 0.01 to ± 0.20	Slight Relationship
0	No Relationship

Table 5.1 presents the correlation between the qualities of 21st-century teachers and their instructional performance across various dimensions. The results indicate significant positive relationships between these qualities and instructional performance across various domains. Adaptability showed moderate correlations with lesson planning ($r = 0.474$), lesson delivery ($r = 0.567$), assessment of learners' performance ($r = 0.523$), classroom management ($r = 0.538$), and integration of technology ($r = 0.273$). All these correlations had p-values of 0.000, leading to the rejection of the null hypothesis (H_0) and indicating that the relationships are significant. Similarly, collaboration demonstrated moderate correlations with lesson planning ($r = 0.480$), lesson delivery ($r = 0.530$), assessment of learners' performance ($r = 0.531$), classroom management ($r = 0.450$), and integration of technology ($r = 0.312$), all of which were significant, leading to the same decision.

Communication skills also showed moderate correlations with lesson planning ($r = 0.531$), lesson delivery ($r = 0.510$), assessment of learners' performance ($r = 0.547$), classroom management ($r = 0.490$), and integration of technology ($r = 0.297$), with p-values of 0.000, resulting in the rejection of H_0 . Leadership qualities exhibited slightly stronger correlations, particularly with lesson delivery ($r = 0.605$), lesson planning ($r = 0.560$), and classroom management ($r = 0.507$), all of which were significant with p-values of 0.000. Creativity showed moderate relationships with lesson planning ($r = 0.543$), lesson delivery ($r = 0.554$), and technology integration ($r = 0.457$), all significant at $p = 0.000$.

Tech-savviness demonstrated a very high correlation with technology integration ($r = 0.789$, $p = 0.000$), while its correlations with lesson planning ($r = 0.338$), lesson delivery ($r = 0.331$), and classroom management ($r = 0.251$) were moderate. All these relationships were statistically significant, leading to the rejection of H_0 in every instance.

Overall, the findings highlight the strong and significant connections between 21st-century teacher qualities and instructional performance. Leadership, creativity, and adaptability emerged as particularly important qualities in enhancing teaching effectiveness.

Table 5.2 Overall Correlation between the 21st-century teachers' qualities and their instructional performance

Variation	Pearson r		Remarks	Decision
	Computed	p-value		
21st-century Teachers' Qualities	0.749	0.00	Reject H_0	Significant
Instructional Performance				

Table 5.2 presents the overall correlation between 21st-century teachers' qualities and their instructional performance. The computed Pearson r value of 0.749 indicates a strong positive correlation between the two variables. The corresponding p-value of 0.00, which is less than the standard significance level of 0.05, leads to the rejection of the null hypothesis. This result confirms that there is a significant relationship between 21st-century teachers' qualities and their instructional performance.

The findings suggest that teachers who demonstrate strong 21st-century qualities—such as adaptability, collaboration, communication, creativity, and technological proficiency—are more likely to perform effectively in instructional practices. This highlights the critical role of these qualities in achieving teaching excellence, as they enable teachers to plan lessons thoughtfully, deliver engaging and meaningful instruction, assess student learning effectively, integrate technology seamlessly, and manage classrooms efficiently.

According to American Association of Colleges of Teacher Education and the Partnership for 21st Century Skills (P21) (2010) if educator preparation leaders come together to define and implement approaches that support the teaching and learning of 21st century knowledge and skills in more purposeful ways, we all benefit. Thus, due to continuous process of change, teachers must continuously learn, grow, and adapt to updated techniques, new content standards, and new curricula (Reambonanza & Tan, 2022). Moreso, teachers' effectiveness improves instructional performance when they possess a 21st-century qualities and by (Buckle, n.d.) implementing strategies to support teachers and assess students' progress in developing 21st century skills are an essential component of teaching these skills.

6. What training design may be proposed based on the findings of the study?

Training Design

Title: Enhancing 21st-Century Teacher Qualities for Improved Instructional Performance

I. Rationale:

The development of 21st-century skills is essential for teachers to effectively integrate modern educational practices and technologies into their classrooms. Findings from the study highlight areas for growth in teachers' adaptability, creativity, and tech-savviness, which are critical to meeting the evolving demands of education. Darling-Hammond (2017) emphasizes that proficiency in these areas is linked to improved instructional performance, making this training program vital for equipping teachers with the necessary competencies.

II. Program Description:

This program aims to address identified gaps by enhancing teachers' adaptability, creativity, and tech-savviness. Participants will engage in targeted activities to strengthen their ability to adapt teaching strategies, foster creativity, and effectively integrate technology into classroom practices. The training will include hands-on applications, collaborative activities, and guided practice to ensure skill development and application.

III. Professional Development Priorities:

- Personal and Professional Development (PPST)
- Educational Leadership (PPSSH)
- Teacher Collaboration and Innovation (PPSS)

IV. Target Participants:

Teachers at all career stages, across all subject areas and grade levels, particularly in the K-12 curriculum.

Delivery Platform:

Face-to-face and online platforms (e.g., Zoom, Google Meet)

Indicative Date of Implementation:

June 1, 2025 to March 31, 2026

V. Training Matrix

Objective	Activities	Person/s Involved	Success Indicators
Enhance teachers' adaptability in diverse settings	Interactive lecture and case studies on adapting lesson plans for diverse learners	Facilitators, Participants	80% of participants demonstrate improved lesson adaptation skills
Foster creativity in lesson planning and delivery	Workshop on creative teaching strategies and gamification	Facilitators, Participants	70% of participants develop and present creative lesson plans
Strengthen tech-savviness for effective integration of technology	Hands-on activities using educational technologies (Google Classroom, VR)	Facilitators, Participants	75% of participants effectively demonstrate tech integration in sample lessons

VI. Program/Course Implementation Plan

Funding Source: MOOE

Budget Requirements:

- Facilitator fees
- Training materials and resources
- Online platform subscriptions

VII. Monitoring and Evaluation Plan:

Level	Focus	Methods and Tools	Data Sources
Level 4	Impact on instructional performance	Pre- and post-program assessment tools	Participant assessments, lesson plans
Level 3	Changes in teaching strategies	Classroom observations, self-reports	Teacher self-reports, peer evaluations
Level 2	Knowledge and skill acquisition	Post-program quizzes	Training outputs, post-session feedback
Level 1	Participant satisfaction	Surveys and evaluations	Participant surveys

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the highlight of the summary of findings, conclusions, and recommendations for the study.

Summary

The following summarizes the answers to the problems stated in Chapter 1.

1. Level of Teachers' 21st-Century Qualities

1.1 Adaptor

Teachers and master teachers consistently perceived the teachers' adaptability as highly practiced. Teachers were found to excel in adapting the K-12 curriculum and utilizing digital tools, while handling difficult

classroom situations with composure was identified as an area for improvement. Similarly, master teachers highlighted strengths in integrating various teaching technologies but noted the need for better handling of challenging classroom scenarios.

1.2 Collaborator

The respondents rated teachers' collaborative qualities as highly practiced. Teachers showed strong abilities in working with others to enhance knowledge and skills, while taking leadership roles as moderators or facilitators was observed less frequently. Master teachers reinforced this perception, emphasizing teamwork as a key strength and leadership in collaboration as an area to develop further.

1.3 Communicator

The communicative qualities of teachers were also rated as highly practiced. Teachers were particularly effective in fostering friendly relationships with students, but their fluency in using tools and technologies for communication and collaboration was less evident. Master teachers' assessments aligned with this, recognizing teachers' relational strengths while identifying the need to improve technological communication skills.

1.4 Learner

Teachers were perceived as highly practiced learners. Their willingness to learn and apply new technologies in teaching was evident, though participation in non-credit courses for skill development occurred less frequently. Master teachers shared similar observations, acknowledging teachers' prioritization of professional growth while noting limited engagement in technical-vocational training.

1.5 Role Model

As role models, teachers were highly effective in promoting respect and trust between teachers and students. However, the practice of self-reflection through digital platforms, such as blogs and social media, was less prominent. Master teachers echoed these findings, emphasizing respect and trust as strengths while pointing out opportunities for enhanced reflective practices.

1.6 Leader

Teachers' leadership qualities were perceived as moderately practiced. Teachers effectively guided students and peers in specific contexts, such as mentoring and leading class activities. However, they were less frequently observed taking proactive roles in planning and implementing school-wide programs. Master teachers supported this observation, acknowledging strengths in focused leadership tasks while noting the need for more initiative in broader organizational roles.

1.7 Creative

The creative abilities of teachers were rated as highly practiced. Teachers excelled in designing engaging and innovative learning activities, effectively utilizing creative teaching strategies to enhance learning outcomes. However, their efforts in fostering originality and creativity among students were less evident. Master teachers agreed, recognizing the strength in crafting innovative lesson plans but emphasizing the need to encourage student-driven creativity.

1.8 Tech-Savvy

Teachers demonstrated moderate proficiency in being tech-savvy.

They were adept at integrating basic educational technologies such as PowerPoint, Google Classroom, and other learning management tools. However, their use of advanced technologies like data analytics, virtual reality, and gamification in teaching was limited. Master teachers also noted these trends, acknowledging the

effective use of basic tools but pointing out opportunities to adopt emerging technologies for deeper learning engagement.

2. Comparison of Teachers' and Master Teachers' Perceptions of Teachers' 21st Century Qualities

The comparison of Teachers' and Master Teachers' perceptions of teachers' 21st-century qualities revealed no significant differences between the two groups. The results showed that both groups held similar views on qualities such as adaptability, collaboration, communication, role modeling, continuous learning, leadership, creativity, and technological proficiency. The computed t-values and p-values for each quality, as well as the overall comparison, indicated that the null hypothesis could not be rejected. This confirms that there is no significant difference in the perceptions of Teachers and Master Teachers regarding teachers' 21st-century qualities.

3. Instructional Performance of Teacher Respondents

3.1 Lesson Planning

Teachers' instructional performance in lesson planning was evaluated based on their ability to set clear goals, prepare activities suited to learners' abilities, and provide reasonable course requirements. Both teachers and master teachers rated all aspects of lesson planning highly, reflecting consistent and effective practices. Teachers excelled in setting clear goals, preparing appropriate activities, and using updated references, demonstrating their commitment to quality instruction.

3.2 Lesson Delivery

In terms of lesson delivery, the assessment focused on how well teachers presented the subject matter, related lessons to other fields, and engaged students. Both groups consistently demonstrated strong performance, presenting lessons clearly and encouraging student participation through various methods, including cooperative learning techniques and the use of technology. The results highlight their dedication to delivering lessons in an engaging and effective manner.

3.3 Assessment of Learners' Performance

Teachers' performance in assessing learners was also rated highly. All indicators, including the use of appropriate evaluation methods, clear grading procedures, and continuous feedback, received positive evaluations. Both groups demonstrated a commitment to effective assessment practices, ensuring that students received timely feedback and meaningful evaluations that supported their learning.

3.4 Integration of Technology

Teachers' integration of technology in instruction was assessed through their use of tools like PowerPoint, educational apps, and social media. Both groups consistently rated their use of technology highly, with PowerPoint and educational apps being the most frequently used. Although social media tools like YouTube and Facebook received slightly lower ratings, both groups demonstrated a strong commitment to incorporating technology into their teaching, fostering an innovative and interactive learning environment.

3.5 Classroom Management

In terms of classroom management, the assessment focused on how well teachers respected diversity, provided constructive feedback, maintained discipline, and created a stimulating classroom environment. Both groups rated their classroom management strategies highly, reflecting a strong commitment to maintaining a positive and productive classroom atmosphere. Teachers consistently applied effective management strategies that supported student participation and fostered an inclusive learning environment.

4. Comparison of Teachers' and Master Teachers' Perceptions of Instructional Performance

The comparison of Teachers' and Master Teachers' perceptions of instructional performance revealed no significant differences between the two groups. The analysis showed that both groups shared similar views on instructional performance across all assessed areas: lesson planning, lesson delivery, assessment, integration of technology, and classroom management. The computed t-values and p-values for each area, as well as the overall comparison, indicated that the null hypothesis was not rejected. This confirms that there is no significant difference in the perceptions of Teachers and Master Teachers regarding their instructional performance. Both groups demonstrated alignment in evaluating key aspects of teaching, including planning, delivery, assessment, technology use, and classroom management.

5. Relationship Between 21st-Century Teachers' Qualities and Their Instructional Performance

The analysis revealed significant positive relationships between various 21st-century teacher qualities and instructional performance. Key qualities such as adaptability, collaboration, communication, leadership, creativity, and tech-savviness were all significantly correlated with effective instructional practices. These relationships were statistically significant, indicating that these qualities play a crucial role in enhancing teaching performance across different instructional dimensions.

Among the qualities, leadership, creativity, and adaptability were particularly strong contributors to improving instructional outcomes, with correlations observed in lesson planning, lesson delivery, assessment, classroom management, and integration of technology. Tech-savviness was notably crucial for technology integration, demonstrating a very high correlation with this aspect of teaching. Overall, the findings emphasize that teachers who exhibit strong 21st-century skills are more likely to deliver high-quality, effective instruction.

The overall correlation between 21st-century teacher qualities and instructional performance was strong ($r = 0.749$, $p = 0.00$), confirming a significant relationship. This highlights the critical importance of these qualities in fostering teaching excellence and improving instructional practices.

6. Proposed Training Design

The proposed training design aims to enhance 21st-century skills in teachers, focusing on adaptability, communication, collaboration, creativity, leadership, and tech-savviness to improve instructional performance. The program consists of three phases: adapting lesson plans and integrating technology, fostering collaboration and communication, and promoting leadership and creativity in the classroom. Delivered through both face-to-face and online platforms, it ensures flexibility for participants. Monitoring and evaluation will be conducted throughout, with a final assessment to measure the program's impact on teachers' skills and performance.

Conclusions:

In the light of the findings, the following conclusions were derived.

Teachers generally exhibit strong 21st-century qualities across various dimensions, with their adaptability, collaboration, communication, creativity, and tech-savviness being particularly prominent. However, areas for improvement include their ability to handle challenging classroom situations, take leadership roles, foster student creativity, and integrate advanced technologies. Master teachers agreed with these perceptions, highlighting strengths in specific areas and identifying opportunities for further development, particularly in leadership, reflective practices, and the adoption of emerging educational technologies.

No significant differences were observed between the perceptions of teachers and master teachers regarding teachers' 21st-century qualities. Both groups shared similar views on adaptability, collaboration, communication, continuous learning, leadership, creativity, and tech-savviness. This suggests a common understanding of teachers' strengths and areas for improvement in terms of their 21st-century skills.

Teachers demonstrated highly effective instructional performance in all key areas: lesson planning, lesson delivery, assessment of learners' performance, integration of technology, and classroom management. Both teachers and master teachers rated these areas positively, highlighting a strong commitment to quality instruction. Teachers consistently excelled in setting clear goals, engaging students, using technology in lessons, and maintaining a positive and inclusive classroom environment.

No significant differences were found between teachers' and master teachers' perceptions of instructional performance. Both groups rated lesson planning, lesson delivery, assessment, technology integration, and classroom management highly. This alignment in perceptions further suggests that teachers' instructional practices are viewed similarly by both teachers and master teachers, emphasizing a shared commitment to effective teaching strategies.

A strong and statistically significant positive relationship was found between teachers' 21st-century qualities and their instructional performance. Adaptability, collaboration, communication, leadership, creativity, and tech-savviness were all correlated with better instructional outcomes, particularly in lesson planning, delivery, assessment, classroom management, and technology integration. These qualities were identified as essential contributors to improving teaching performance, with leadership, creativity, and adaptability being particularly influential in enhancing various aspects of instruction.

The proposed training design is aligned with the study's findings, emphasizing the development of key 21st-century skills—adaptability, communication, collaboration, creativity, leadership, and tech-savviness. The training program aims to improve teachers' instructional performance by focusing on integrating technology, fostering collaboration, and promoting leadership and creativity in the classroom. The program's structure, combining face-to-face and online learning, is designed to accommodate teachers' diverse needs, with ongoing monitoring and evaluation to ensure its effectiveness in enhancing teachers' skills and overall performance.

Recommendations:

Based on the findings and conclusions of the study, the following recommendations are hereby offered:

1. For Teachers and School Leaders: Teachers and school leaders are encouraged to focus on enhancing key 21st-century qualities such as adaptability, communication, collaboration, creativity, leadership, and tech-savviness. Targeted professional development programs should be implemented, with a strong emphasis on incorporating technology and innovative teaching methods. Teachers should engage in continuous learning to strengthen these qualities, ultimately improving their instructional performance and preparing students for future challenges.

2. For School Administrators and Policy Makers: School administrators and policymakers should prioritize the development of professional training programs that foster teachers' leadership, collaboration, and technology integration. These programs should focus on enhancing teachers' creativity and classroom management strategies. Regular workshops, seminars, and other professional development opportunities should be offered to ensure teachers remain equipped to handle evolving educational needs and innovations.

3. For Parents and Guardians: Parents and guardians are encouraged to actively support their children's education by fostering creativity, leadership, and communication skills at home. Schools can facilitate this by offering workshops or seminars to help parents understand the importance of these skills and how they can nurture them. In addition to providing emotional and academic support, parents should be informed on how they can contribute to their children's development as 21st-century learners.

4. For the Department of Education (DepEd): The Department of Education should consider adopting and supporting policies that promote the integration of 21st-century teacher qualities into the curriculum. This could include the development of frameworks for training and resources that foster teachers' creativity, adaptability, leadership, and technology use. DepEd may also pilot programs that assess the impact of these skills on teachers' instructional performance and based on the results, expand these initiatives.

5. For Future Researchers: Future researchers are encouraged to explore the impact of specific 21st-century qualities, such as tech-savviness and creativity, on instructional performance in a broader range of schools. Longitudinal studies could also be beneficial in evaluating how the development of these qualities' influences teacher performance over time and in diverse contexts.

6. For Community Stakeholders: Community organizations and local government units should collaborate with schools to provide resources and support systems that enhance teachers' professional development. Partnerships could include offering scholarships for teacher training, providing access to educational technologies, and facilitating community-driven initiatives that promote innovative teaching practices in schools.

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APPENDICES

LETTER OF PERMISSION FOR SCHOOL PRINCIPAL

Mr. MELITON P. ZURBANO, CESO VI
Schools Division Superintendent
Division of City Schools – Valenzuela



Sir:

Greetings!

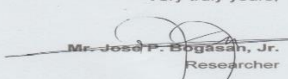
The undersigned is currently conducting his master's thesis entitled "The 21st Century Teachers' Qualities and their Instructional Performance: Basis for Proposed Training Design".

In view thereof, may I request permission to administer a survey questionnaire to the following Public Elementary Schools in Valenzuela East District Unit I namely Antonio M. Serapio Elementary School, Apolonia F. Rafael Elementary School, and Silvestre Lazaro Elementary School as part of my research locale and master teachers and selected teachers as the respondents of the study.

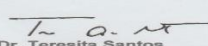
This is in partial fulfillment of the requirements of the Degree of Master of Arts in Educational Management major in Educational Management at Pamantasan ng Lungsod ng Valenzuela. The results of the survey will be treated with utmost confidentiality and for academic purpose only.

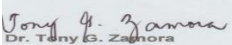
May this request merit your kind consideration and approval.


Very truly yours,


Mr. Jose P. Bogasan, Jr.
 Researcher

Noted by:


Dr. Teresita Santos
 Thesis Adviser
 Pamantasan ng Lungsod ng Valenzuela


Dr. Tenny B. Zamora
 OIC-Dean of Graduate Studies
 Pamantasan ng Lungsod ng Valenzuela


Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE VALENZUELA CITY

April 19, 2023

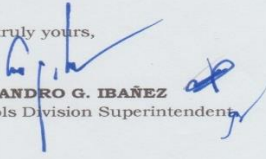
JOSE P. BOGASAN, JR.
Researcher
Pamantasan Ng Lungsod Ng Valenzuela

Dear **Mr. Bogasan**:


In response to your letter request, this Office hereby grants permission to conduct your research entitled: **"THE 21ST CENTURY TEACHERS' QUALITIES AND THEIR INSTRUCTIONAL PERFORMANCE: BASIS FOR PROPOSED TRAINING DESIGN"**, on conditions that:



1. content of **DepEd Order No. 9 s.2005** titled **"Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith,"** shall be strictly observed;
2. ethical considerations related to the conduct of the research shall be strictly observed as stipulated in **DepEd Order No. 16, s. 2017, Research Management Guidelines**;
3. the conduct of the study shall not interrupt the regular program of the schools, with the teaching duties of the teachers and, will not disrupt regular classes;
4. resources of the school shall not be used for the said purpose; and
5. this Office shall be furnished with a copy of the findings and recommendations of the research.
6. Please be guided accordingly.

Very truly yours,


ALEJANDRO G. IBANEZ
Schools Division Superintendent

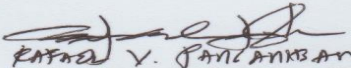
agod/rcd/4-19-23

 Address: Pio Valenzuela St., Marulas, Valenzuela City
Telephone Nos.: (02) 8293-4507, 8277-4648, 8291-0873, 8277-3439
Email Address: sdvalenzuela@deped.gov.ph
Official Website: <https://www.sdovalenzuelacity.deped.gov.ph>

 
PRIME-HRM
BRONZE AWARDEE

CERTIFICATION

This is to certify that I have evaluated based on my expertise the instrument (aide memoire / self-report survey / adapted and modified test) of Mr. Jose P. Bogasan, Jr. for his master's thesis entitled "The 21st Century Teachers' Qualities and their Instructional Performance: Basis for Proposed Training Design" at Pamantasan ng Lungsod ng Valenzuela.


RAFAEL V. PANLAMBAN
Printed Name & Signature of Validator
Position: _____

Date of Validations: April 20, 2023

Comment/suggestions: please see attached documents.

April 20, 2023

Dr. RAFAEL VELARDE PANGANIBAN

Faculty, Philippine Normal University
104 Taft Ave, Ermita, Manila

Sir,

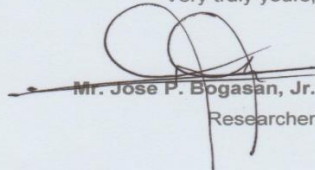
Greetings!

The undersigned is currently conducting his master's thesis entitled "The 21st Century Teachers' Qualities and their Instructional Performance: Basis for Proposed Training Design".

In view thereof, I am humbly asking your permission to validate the attached adapted and modified questionnaire for the study.

May this request merit your kind consideration and approval.

Very truly yours,



Mr. Jose P. Bogsan, Jr.
Researcher

Comments/Suggestions:

1. Remove visionary in the questionnaire because it is not included in the qualities of SOP.
2. Arrange the variable in the teachers' qualities & instructional performance according to SOP.
3. In the scale for teachers' qualities description change to highly practiced, moderately practiced, minimally practiced, and rarely practiced. And for instructional performance description change to always, sometimes, rarely, and never.
4. Adaptor quality
 - a. For no. 1 – adapt K-12 curriculum ...
 - b. For no. 2 – change to various technologies... suitable for teaching and learning... abilities and learning styles...
 - c. For no. 3 – attend to...
 - d. For no. 4 – adapt a..
5. Collaborator
 - a. For no. 2 – change to google forms, zoom, etc.
6. Communicator
 - a. For no. 1 – rephrase
7. Role model
 - a. For no. 3 – reflection... my teaching... and other media...
8. Learner
 - a. For no. 1 – change to I continuously learn new technologies that can be utilized in my teaching.
9. Leader
 - a. For no. 1 – am upright..
 - b. For no. 2 – I share my best practices in teaching and learning to my colleagues.
10. Creative
 - a. For no. 3 – want...
11. Tech-savvy
 - a. For no. 1 – change to emerging...
 - b. For no. 2 – change to I am using technologies in my daily lives
 - c. For no. 3 – change to I apply various technologies tools in classroom instruction.
12. Lesson planning
 - a. For no. 1 – change to set specific and measurable goals and objectives of the lesson.
 - b. For no. 2 – change to prepare activities suitable to the ability of learners.
 - c. For no. 3 – updated, and relevant reference list.
13. Lesson delivery
 - a. For no. 3 – invite... explain concepts he/she
14. Assessment

- a. For no. 2 – clearly. (Erase clearly...)
 - b. For no. 3 – provide continuous feedback to the learners
 - c. For no. 4 – change to mentor students on their least mastered competencies.
15. Integration of technology
- a. For no. 3 – apply gamification in teaching and learning.
16. Classroom
- a. For no. 1 – change to respect diversity and practice inclusivity in the classroom.
 - b. For no. 2 – change to tactfully and give constructive...

April 20, 2023

Dr. RHEYDITH GOLLOSO CONTE

Professor, English Language and Literature Department
Pamantasan ng Lungsod ng Valenzuela
Tongco St., Maysan, Valenzuela City

Madam,


Greetings!

The undersigned is currently conducting his master's thesis entitled "The 21st Century Teachers' Qualities and their Instructional Performance: Basis for Proposed Training Design".

In view thereof, I am humbly asking your permission to validate the attached adapted and modified questionnaire for the study.

May this request merit your kind consideration and approval.

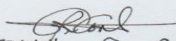
Very truly yours,



Mr. Jose P. Bogasan, Jr.
Researcher

CERTIFICATION

This is to certify that I have evaluated based on my expertise the instrument (aide memoire / self-report survey / adapted and modified test) of Mr. Jose P. Bogasan, Jr. for his master's thesis entitled "The 21st Century Teachers' Qualities and their Instructional Performance: Basis for Proposed Training Design" at Pamantasan ng Lungsod ng Valenzuela.


DR. RHEYDITH G. CONTE
Printed Name & Signature of Validator
Position: PLY Part-Time Lecturer
English Language & Literature
Department

Date of Validations: April 24, 2023

Comment/suggestions: • If ever possible make the items (5) in each categories. (Teacher Qualities & Instructional Performance)
• Start the questions in present tense.
• Have a letter of permission to the two persons who created the questionnaires.

For the directions: • Better to have a confidentiality of the answers. Attached the letter for the respondents.

April 20, 2023

Dr. MELIZA M. ROQUE

Master Teacher 1 and SHS Focal Person
Faculty, Sitero Francisco Memorial National High School
Sta. Monica Subd., Ugong, Valenzuela City

Madam,

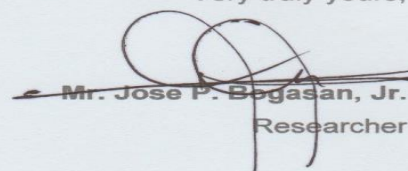
Greetings!

The undersigned is currently conducting his master's thesis entitled "The 21st Century Teachers' Qualities and their Instructional Performance: Basis for Proposed Training Design".

In view thereof, I am humbly asking your permission to validate the attached adapted and modified questionnaire for the study.

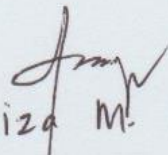
May this request merit your kind consideration and approval.

Very truly yours,


Mr. Jose P. Bogasan, Jr.
Researcher

CERTIFICATION

This is to certify that I have evaluated based on my expertise the instrument (aide memoire / self-report survey / adapted and modified test) of Mr. Jose P. Bogasan, Jr. for his master's thesis entitled "The 21st Century Teachers' Qualities and their Instructional Performance: Basis for Proposed Training Design" at Pamantasan ng Lungsod ng Valenzuela.


Meliza M. Roque

Printed Name & Signature of Validator

Position: SHS - Focal Person - SFM/NHS
Master Teacher I

Date of Validations: _____

Comment/suggestions: _____

This instrument has been validated
and found to be suitable for the
said research undertaking.

LETTER TO THE RESPONDENTS

Dear Respondents,

Greetings!

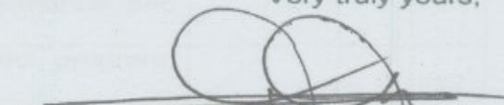
The researcher, a student of Pamantasan ng Lungsod ng Valenzuelai is currently conducting his master's thesis entitled "The 21st Century Teachers' Qualities and their Instructional Performance: Basis for Proposed Training Design".

You have been selected as a participant in the survey. I'm asking for your precious time, and effort to answer all the questions in the questionnaire that are important and helpful for the completion of the study. Kindly accomplish this questionnaire honestly. Please do not leave the question without any answer because your opinion matter most. Rest assured that all your answers will be kept in strict confidentiality and for academic purpose only.

Your positive response in this request will be valuable contribution for the success of the study and will highly appreciate.

Thank you very much for your cooperation.

Very truly yours,



Mr. Jose P. Bogasan, Jr.
Researcher
Pamantasan ng Lungsod ng Valenzuela

Survey Questionnaire

(For Teacher)

Part I: Teachers Qualities

Direction: Using the criteria below, to what extent do you practice each of these qualities per indicator? Please put a check mark (/) inside the appropriate box/column for your answer using the scale box. Rest assured that all your answers will be kept in strict confidentiality and for academic purposes only.

Numerical Scale	Descriptive Ratings
4	Highly Practiced (HiP)
3	Moderately Practiced (MoP)
2	Minimally Practiced (MiP)
1	Rarely Practiced (RaP)

A. Adaptor	4	3	2	1
As a teacher, I ...				
1. Adapt the K-12 curriculum and its requirements to teach using digital tools.				
2. Teaches lessons with a variety of methodologies.				
3. Adapt various technologies suitable for teaching and learning for a variety of students' abilities and learning styles.				
4. Attend difficult classroom situations with cool headedness.				
5. Adapt a dynamic teaching experience.				

B. Collaborator	4	3	2	1
As a teacher, I ...				
1. Work with others to improve and gain more knowledge.				
2. Share my knowledge with my colleagues.				
3. Leverage collaborative tools like Google meet, Zoom, Instagram, FB messenger and Facebook to enhance and captivate our learners.				
4. Get involved in the implementation of school programs, projects and activities.				
5. Serve as a moderator, facilitator and leader as need arises.				

C. Communicator	4	3	2	1
As a teacher, I ...				
1. Entertain students in relating stimulates a friendly relationship.				
2. Has fluent in tools and technologies that enable communication and collaboration anywhere, anytime.				
3. Has not only know how to communicate but also how to facilitate, stimulate, control, moderate, and manage communication.				
4. Help avoid misunderstandings and miscommunications.				
5. Stimulate, moderate and control communication appropriately.				

D. Learner	4	3	2	1
As a teacher, I ...				
1. Learn new technologies that can be utilized in my teaching.				

2. Attend training that will further hone my skills in teaching.				
3. Participate in non-credit courses for technical-vocational skill development.				
4. Finish the required Continuing Professional Development units for renewal of my teaching license.				
5. Pursue advanced studies for professional development.				

E. Role Model	4	3	2	1
As a teacher, I ...				
1. Show appropriate behaviors worth-emulating by the students.				
2. Implement a model of values and brings standards, code of ethics, and strong beliefs.				
3. Practice reflection by monitoring and evaluating my teaching via blogs, Twitter, and other media where educators can look both inwards and outwards.				
4. Am open to promoting respect and trust between teachers and students.				
5. Model reflective practice via social media.				

F. Leader	4	3	2	1
As a teacher, I ...				
1. Am upright and exemplary in behavior to earn respect and high esteem from students and colleagues.				
2. Share my best practices in teaching and learning to my colleagues.				
3. Set clear goals and objectives crucial to the success of the project.				
4. Lead in the integration of modern technology in classroom teaching.				
5. Project/manifest the 21 st century qualities of a leader.				

G. Creative	4	3	2	1
As a teacher, I ...				
1. Customize my own learning activities.				

2. Match the students' preferred learning to a variety of ICT tools.				
3. Has a vision of what I want and what technology can achieve to be able to identify goals and facilitate learning.				
4. Use imaginative approaches to make the learning process to be more interesting, motivating, attracting, thrilling and effective.				
5. Organize instructional materials in a cognitively advantageous way.				

H. Tech-savvy	4	3	2	1
As a teacher, I ...				
1. Has use technologies in my daily lives.				
2. See the potential in the emerging tools, and web technologies and grasp them to serve my students' needs.				
3. Initiate use of different online modalities.				
4. Apply various technologies and tools in classroom instruction.				
5. Take the risk and use the strengths of digital natives.				

**Adapted and modified from study of Domacmat (2022) based on the 21st Century Partnership Framework.*

Part II: Instructional Performance

Direction: Using the criteria below, to what extent do you practice each of these instructional performance per indicator? Please put a check mark (/) inside the appropriate box/column for your answer using the scale box. Rest assured that all your answers will be kept in strict confidentiality and for academic purposes only.

Numerical Scale	Descriptive Ratings
4	Always (A)
3	Sometimes (S)
2	Rarely (R)
1	Never (N)

A. Lesson Planning	4	3	2	1
As a teacher, I ...				
1. Set specific and measurable goals and objectives of the lesson.				

2.	Prepare activities suitable to the ability of learners.				
3.	Give reasonable course requirements and assignments.				
4.	Use a comprehensive, updated, and relevant reference list.				
5.	Plan to sequence the lesson in an engaging and meaningful manner.				

B. Lesson Delivery		4	3	2	1
As a teacher, I ...					
1.	Present the subject matter clearly and systematically. Explains the objectives and expectations of the subject.				
2.	Relate the lesson to other fields and current issues/concerns. Demonstrates thorough and broad knowledge of the lesson.				
3.	Invites questions from students. Explain concepts again when I note that the concept is not well understood.				
4.	Use appropriate teaching techniques and instructional materials. Identifies and stresses important points.				
5.	Engage the students in the lesson and use cooperative learning techniques or technology.				

C. Assessment of learners' performance		4	3	2	1
As a teacher, I ...					
1.	Use evaluation measures and tests that adequately sample what was covered in the course.				
2.	Explain the grading procedure and standards clearly.				
3.	Provides continuous feedback to the learners.				
4.	Mentor students on their least mastered competencies.				
5.	Design assignments for learners that are interesting and challenging to them.				

D. Integration of Technology in Teaching		4	3	2	1
As a teacher, I ...					
1.	Incorporate computers, smartphones, virtual reality tools and				

other innovative devices to help students learn.				
2. Use PowerPoint for the lesson and other educational apps in the classroom.				
3. Apply gamification in teaching and learning experiences.				
4. Use social media as teaching tools like Youtube, Facebook or Instagram live video engagements.				
5. Build lesson plans using differentiated instruction and technology.				

E. Classroom Management	4	3	2	1
As a teacher, I ...				
1. Respect diversity and practice inclusivity in the classroom.				
2. Treat students tactfully and give constructive criticism.				
3. Am firm and consistent, strict but reasonable in disciplining students and encourage the students to do their best.				
4. Foster a stimulating atmosphere that encourages the students to participate in class discussions/activities.				
5. Address inappropriate behavior quickly especially when a student breaks a school rule. Talk to the student in private.				

**Adapted and modified from Punongbayan, E. & Bauyon, S. (2015). Instructional Performance of Teacher Education Faculty Members in One State University in the Philippines. Asia Pacific Journal of Multidisciplinary Research, 3(5): 135-143. Retrieved from <http://www.apjmr.com/wp-content/uploads/2015/12/APJMR-2015-3.5.1.16.pdf>.*

Survey Questionnaire

(For Master Teacher)

Part I: Teachers

Qualities Direction: Using the criteria below, to what extent do teachers practice in your school each of these qualities per indicator?

Please put a check mark (/) inside the appropriate box/column for your answer using the scale box. Rest assured that all your answers will be kept in strict confidentiality and for academic purpose only.

Numerical Scale	Descriptive Ratings
4	Highly Practiced (HiP)
3	Moderately Practiced (MoP)

2	Minimally Practiced (MiP)
1	Rarely Practiced (RaP)

A. Adaptor	4	3	2	1
Teachers ...				
1. Adapt the K-12 curriculum and its requirements to teach using digital tools.				
2. Teach lessons with a variety of methodologies.				
3. Adapt various technologies suitable for teaching and learning for a variety of students' abilities and learning styles.				
4. Attend to difficult classroom situations with coolheaded Ness.				
5. Adapt a dynamic teaching experience.				

B. Collaborator	4	3	2	1
Teachers ...				
1. Work with others to improve and gain more knowledge.				
2. Share my knowledge with my colleagues.				
3. Leverage collaborative tools like Google meet, Zoom, Instagram, FB messenger and Facebook to enhance and captive our learners.				
4. Get involved in the implementation of school program, projects and activities.				
5. Serve as a moderator, facilitator and leader as need arises.				

C. Communicator	4	3	2	1
Teachers ...				
1. Entertain students in relating stimulate a friendly relationship.				
2. Has fluent in tools and technologies that enable communication and collaboration anywhere, anytime.				
3. Has not only know how to communicate but also how to facilitate, stimulate, control, moderate, and manage communication.				

4.	Help avoid misunderstandings and miscommunications.				
5.	Stimulate, moderate and control communication appropriately.				

D. Learner		4	3	2	1
Teachers ...					
1.	Learn new technologies that can be utilized in my teaching.				
2.	Attend training that will further hone my skills in teaching.				
3.	Participate in non-credit courses for technical-vocational skill development.				
4.	Finish the required Continuing Professional Development units for renewal of my teaching license.				
5.	Pursue advanced studies for professional development.				

E. Role Model		4	3	2	1
Teachers ...					
1.	Show appropriate behaviors worth-emulating by the students.				
2.	Implement a model of values and brings standards, code of ethics, and strong beliefs.				
3.	Practice reflection by monitoring and evaluating his/her teaching via blogs, Twitter, and other media where educators can look both inwards and outwards.				
4.	Open to promoting respect and trust between herself/himself and students.				
5.	Model reflective practice via social media.				

F. Leader		4	3	2	1
Teachers ...					
1.	Upright and exemplary in behavior to earn respect and high esteem from students and colleagues.				
2.	Share best practices in teaching and learning to his/her colleagues.				

3. Set clear goals and objectives crucial to the success of the project.				
4. Lead in the integration of modern technology in classroom teaching.				
5. Project/manifest the 21 st century qualities of a leader.				

G. Creative	4	3	2	1
Teachers ...				
1. Customize his/her own learning activities.				
2. Match the students' preferred learning to a variety of ICT tools.				
3. Has a vision of what his/her want and what the technology can achieve to be able to identify goals and facilitate learning.				
4. Use the imaginative approaches to make the learning process to be more interesting, motivating, attracting, thrilling and effective.				
5. Organize instructional materials in a cognitively advantageous way.				

H. Tech-savvy	4	3	2	1
Teachers ...				
1. Has using technologies in his/her daily lives.				
2. See the potential in the emerging tools, and web technologies and grasp them to serve his/her students' needs.				
3. Initiate use of different online modalities.				
4. Apply various technologies tools in classroom instruction.				
5. Take the risk and use the strengths of digital natives.				

**Adapted and modified from study of Domacmat (2022) based on the 21st Century Partnership Framework.*

Part II: Instructional Performance

Direction: Using the criteria below, to what extent do teachers practice in your school each of these instructional performance per indicator? Please put a check mark (/) inside the appropriate box/column for your answer using the scale box. Rest assured that all your answers will be kept in strict confidentiality and for academic purpose only.

Numerical Scale	Descriptive Ratings
4	Always (A)
3	Sometimes (S)

2	Rarely (R)
1	Never (N)

A. Lesson Planning	4	3	2	1
Teachers ...				
1. Set specific and measurable goals and objectives of the lesson.				
2. Prepare activities suitable to the ability of learners.				
3. Give reasonable course requirements and assignments.				
4. Use a comprehensive, updated, and relevant reference list.				
5. Plan to sequence the lesson in an engaging and meaningful manner.				

B. Lesson Delivery	4	3	2	1
Teachers ...				
1. Present the subject matter clearly and systematically. Explains the objectives and expectations of the subject.				
2. Relate the lesson to other fields and current issues/concerns. Demonstrates thorough and broad knowledge of the lesson.				
3. Invite questions from students. Explain concepts again when I notes that the concept is not well understood.				
4. Use appropriate teaching techniques and instructional materials. Identifies and stresses important points.				
5. Enagge the students in the lesson and use cooperative learning technique or technology.				

C. Assessment of learners' performance	4	3	2	1
Teachers ...				
1. Use evaluation measures and tests that adequately sample what was covered in the course.				
2. Explain the grading procedure and standards clearly.				
3. Provide continuous feedback to the learners.				

4. Mentor students on their least mastered competencies.				
5. Design assignments for learner that are interesting and challenging to them.				

D. Integration of Technology in Teaching	4	3	2	1
Teachers ...				
1. Incorporate computers, smartphones, virtual reality tools and other innovative devices to help students learn.				
2. Use PowerPoint for the lesson and other educational apps in the classroom.				
3. Apply gamification in teaching and learning experiences.				
4. Use social media as teaching tools like Youtube, Facebook or Instagram live video the engagements.				
5. Build lesson plans using differentiated instruction and technology.				

E. Classroom Management	4	3	2	1
Teachers ...				
1. Respect diversity and practice inclusivity in the classroom.				
2. Treat students tactfully and give constructive criticism.				
3. Has a firm and consistent, strict but reasonable in disciplining students and encourages the students to do their best.				
4. Foster a stimulating atmosphere that encourages the students to participate in class discussions/activities.				
5. Address inappropriate behavior quickly especially when student breaks a school rule. Talk to the student in private.				

* Adapted and modified from Punongbayan, E. & Bauyon, S. (2015). *Instructional Performance of Teacher Education Faculty Members in One State University in the Philippines*. *Asia Pacific Journal of Multidisciplinary Research*, 3(5): 135-143. Retrieved from <http://www.apjmr.com/wp-content/uploads/2015/12/APJMR-2015-3.5.1.16.pdf>.

RELIABILITY STATISTICS	
Cronbach's Alpha	N of Items
.878	65

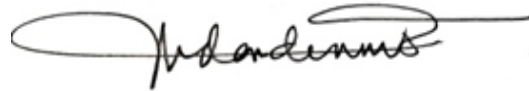
A reliability analysis was conducted to assess the internal consistency of the scale measuring the 21st-century qualities of the teachers in selected public elementary schools in the east district of the division of Valenzuela City and their relationship to their instructional performance. The scale yielded a Cronbach's Alpha value of 0.878, reflecting a high level of reliability. This indicates that the 65 items are closely related and consistently measure the intended construct.

CERTIFICATION FROM THE STATISTICIAN

This certifies that the undersigned has been consulted in the statistical treatment of the thesis entitled, “**The 21st Century Teachers’ Qualities and Their Instructional Performance: Basis for Proposed Training Design**” by Mr. Jose P. Bogasan, Jr. of Master of Arts in Educational Management major in Educational Management of Pamantasan ng Lungsod ng Valenzuela in School Year 2024-2025 and is now recommended for final oral defense.

Dr. Dennis Iledan, EdD, PhD

Statistician



August 28, 2024

JOSE P. BOGASAN JR., MAED

ECE TEACHER

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English | Filipino

SKILLS

- Teaching, classroom manager and lesson planning.
- Ability to establish good relationship with other people.
- Strongly self-motivated, punctual and hardworking.
- Perform in computer and can handle applications in computer.

EDUCATIONAL ATTAINMENT

- **Master of Arts in Education major in Educational Management** | Pamantasan ng Lungsod ng Valenzuela | 2019 – 2024

Thesis: The 21st Century Teachers’ Qualities and their Instructional Performance Basis for Proposed Training Design

Advisor: Dr. Djoana Poja

- **Computer Systems Servicing NCII** | May 15, 2024 and **Events Management Services NCIII** | March 16, 2024

Philippine School for Technology Development and Innovation Inc.

- **Bachelor of Elementary Education Major in Preschool Education** | Pamantasan ng Lungsod ng Valenzuela | 2012 – 2016 | Granted Government Scholarship

DELEGATION

- 7th Istanbul Youth Summit | March 4 – 7, 2024 | Awarded as Best Group in SDG 4.
- ASEAN+ Youth Summit | September 6 – 8, 2023 | SDG 4 Member, Joint Statement for ASEAN Countries.

PROFESSIONAL SUMMARY

Hard working and passionate ECE Teacher with 2+ years' experience, and strong background in classroom management, conflict resolution, multitasking, and teaching students using multiple approaches that is suitable to their learning capabilities. Skilled in developing and implementing lesson plans, assessing students' progress and providing blended learning instruction for the 21st century learner.

WORK EXPERIENCE

2024 – Present, PH | Department of Education – Division of Valenzuela Position, Public Elementary Teacher

Taught Science, Values, Music, Arts, Physical Education, and Health in Grade 3 averaging 130 students in Public Elementary School.

Developed classroom management techniques, lesson planning, and examination procedures.

Monitored students' progress from 1st grading to 4th grading period.

2024, PH | City Government of Valenzuela | Local School Board Position, Admin Aide IV | Community ALS Implementor

Taught all subjects for out-of-school youth and adult (OSYA) learners to develop basic and functional literacy skills to access equivalent pathways to complete basic education.

Developed classroom management techniques, lesson planning, and examination procedures.

Monitored students' progress of Alternative Learning System students from Elementary Level to Junior High School Level.

2019 – 2020, PH | St. Bernadette College of Valenzuela | Private Position, Private School Teacher

Taught Mathematics and Filipino in Grade 2, 4, 5, 6 and Grade 9 averaging 120 students in Private School

Developed classroom management techniques, lesson planning, and examination procedures.

Monitored students' progress from 1st grading to 4th grading period.

APPROVAL SHEET

This thesis entitled “The 21st Century Teachers’ Qualities and their Instructional Performance: Basis for Proposed Training Design” prepared and submitted by Mr. Jose P. Bogasan, Jr. in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Management major in Educational Management has been examined and recommended for acceptance and approval for final defense.

Dr. Djoana Poja

Adviser

Approved in partial fulfillment of the requirement for the Degree of Master of Arts in Educational Management major in Educational Management, by the committee on oral examination.

Dr. Christopher J. Delino

Chairman Dr. Ryan C. Dela Pena

Dr. Emil Ferdinez

Member

Member

Dr. Tony G. Zamora

Member

Accepted and approved in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Management major in Educational Management.

Dr. Tony G. Zamora

Dean of Graduate Studies