THE 21st CENTURY SKILLS AND JOB PERFORMANCE OF UDM TEACHERS

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Abstract

The advancement of technology in the 21st century brought a huge impact on society at large. The purpose of this study is to explore the potential relationship between 21st-century skills and the job Performance of UDM teachers. The study manifested the different 21st-century skills of the teachers in terms of Learning and innovation skills, information and media literacy skills, and life and career skills as well as the job Performance of the teachers based on National Competency -Based Teacher Standards. The researchers tested the following hypotheses, the significant relationship between 21st-century skills and job Performance of the teachers as well as their Educational Qualifications and Length of Service. The researcher came up with a descriptive correlational design. A survey method is undertaken to arrive at statistical data prior to the gathering of information. The respondents of the study are the full-time and part-time teachers of Universidad de Manila in five different colleges. The survey questionnaires were disseminated actual and online as part of our data gathering. The results show that there is no significant relationship between 21st-century skills and the job performance of teachers. It also implies that there is a significant difference between the 21st-century skills and the Educational Qualifications and Length of service of the teachers. The study suggested that 21st century skills are essential for the enhancement of the job Performance of the teachers and it is applicable, responsive, and relevant regardless of their Educational Qualifications and Length of their Service.

Keywords: 21st Century Skills, Job Performance, National Competency -Based Teacher Standards, and Teacher's skills

Introduction

Teachers are crucial in fostering the value of coaching and knowledge advancement. For learners to achieve their potential, good teachers are essential. In order to achieve outstanding education, it is essential to first and foremost enhance the ranks of educators. Educators frequently use the term "capacity," which refers to the perceived skills, abilities, and knowledge of faculty leaders, instructors, faculties, and staff, most frequently when describing a character's or a school's "capacity" to carry out or accomplish a specific task, such as directing an effort to improve a school or more effectively coach (Marco Aurelio Navarro-Leal & Zaira Navarrete-Cazales, 2018).

Teaching in the twenty-first century entails utilizing the same methods as in the past but using modern tools and technologies. Leonard, Z. (2016) posted the 4Cs for 21st-Century talents inside the classroom. The 4Cs indexed are communication, collaboration, vital thinking, and creativity. All four of these items are essential in the 21st-Century classroom. These might be the 4Cs for any century classroom as all these skills are timeless and quite valued, not handiest in the study room but in all professions.

Performance relates to excellence and high standards. The NCBTS and 21st Century Skills have provided the push for redefining the responsibilities of educators and the learning environment in schools. It has had a huge influence on teachers' roles as change agents working to create a new culture inside a school that may lead to systemic transformation. The Department of Education Region XII contributes to the cascade of these legislative requirements. The teachers vary in several ways. Typically, there are many teachers in the teaching force who have been in the field for a long time. The school has also worked hard to improve the quality of its teaching via the use of technology-focused teaching techniques and seminars on contemporary leadership skills. Ledesma, (2011) (2011)The purpose of this study is to identify and determine the 21st-century skills and Job Performance of UDM Teachers.

Materials and Methods

The purpose of this study was to examine the influence of 21st Century Teacher's skills including Learning and Innovation Skills, Information, Media and Technology Skills, and Life and Career Skills on the Job Performance of UDM teachers. The researchers came up with a descriptive–correlational design to describe relationships among variables (Samuel F. Tupou, June 2013). This study examines teacher efficacy within the context of professional development to understand the relationship between teacher efficacy and teacher collaboration. The said design is used to predict the value of one variable based on values obtained for another variable. Descriptive–correlational design is the type of research that will be used within the whole study. A survey method is undertaken to arrive at the statistical data prior to gathering the information needed for the study.

Results and Discussions

This chapter provides the presentation, analysis, and interpretation of data gathered by the researcher. This study determined the results of all respondents in 21st-century skills and job performance.

Table 1. Profile of the Teacher-Respondents

	Characteristics	Frequency	Percentage
Age	31- 35 years old	8	5.48
	36 – 40 years old	12	8.22
	41 – 45 years old	14	9.59
	46 – 50 years old	92	63.01
	51 – 55 years old	10	6.85
	56 – 60 years old	10	6.85
	Total	**146**	**100%**
Gender Identity	Male	34	23.29
	Female	112	76.71
	Total	**146**	**100%**
Department	CED	45	30.82
	CCJ	10	6.85
	CHS	12	8.22
	CET	13	8.90
	CAS	35	23.97
	CBA	31	21.23
	TOTAL	**146**	**100%**
Educational Qualification	Doctor's Degree	25	17.12
	Master's Degree	115	78.77
	Bachelor's Degree	6	4.11
	TOTAL	**146**	**100%**
Years in Service	21-26 years	7	4.79
	15-20 years	34	23.29
	11 – 15 years	16	10.96
	10 years and below	89	60.95
	TOTAL	**146**	**100%**

The demographic breakdown of the respondents is shown in Table 1. The bulk of the respondents, who made up the quantitative portion, were between the ages of 21 and 25, and they were female. Most responses are female. When it comes to teaching experience, most of them have 10 years or less, but when it comes to educational background, the majority have master's degrees.

Table 2. Teacher's Skills

Variables	Mean	Description
Learning and Innovative Skills	4.57	Very Competent
Information, Media, and Technology Skills	4.53	Very Competent
Life and Career Skills	4.73	Very Competent
Overall	**4.61**	Very Competent

Table 2 exhibits the 21st-century skills of teachers of Universidad de Manila, teachers assessed themselves as very competent. These results show that they have substantial knowledge and understanding of these aspects.

According to Corpuz and Salandanan (2012), a teacher must have 21st-century abilities in order to stay current and entertaining, and a 21st-century teacher is sufficiently skilled in those areas. The four Cs of critical thinking, communication, cooperation, and creativity are learning and innovation capabilities. Each of the three components of information, media, and technology includes literacy skills (access and evaluate information, use information accurately and creatively, analyze media, create media products, and apply technology effectively). Learning how to be adaptable to change, flexible, self-directed, manage objectives and time, work independently, engage with others successfully, lead, and behave ethically are all essential life and professional skills (Partnership for 21st Century Skills, 2010).

Table 3. Teachers' Job Performance

Variables	Mean	Description
Social Regard for Learning (SRFL)	4.76	Very Satisfactory
Learning Environment (LE)	4.70	Very Satisfactory
Diversity of Learners (DOL)	4.73	Very Satisfactory
Curriculum (Curr)	4.73	Very Satisfactory
Planning, Assessment and Reporting (PAR)	4.48	Very Satisfactory
Community Linkages	4.43	Very Satisfactory
Personal Growth & Professional Development (PGPD)	4.74	Very Satisfactory
Overall	**4.64**	**Very Satisfactory**

The work performance of instructors is shown in Table 3 based on the verbal interpretation of the Social Respect for Learning (SRFL) measure, which indicated a mean of 4.76. With a verbal interpretation of Very High, the Learning Environment (LE) displayed a mean of 4.70. With a verbal interpretation of Very High, Diversity of Learners (DOL) data revealed a mean of 4.73. Curriculum (Curr.) similarly had a mean of 4.70 with a verbal interpretation of Very High. The Planning, Assessment, and Reporting (PAR) score was 4.48 on average, with a verbal interpretation of High. With a verbal interpretation of High, Community Linkages (CL) had a mean of 4.33. A mean of 4.74 and a verbal interpretation of Very High were displayed in the Personal Growth and Professional Development (PGPD) data.

These are supported by **Sergeant (2009)**, in his controversial report that schools are failing because teachers spend too much time fulfilling government initiatives instead of teaching.

Table 4. Relationship of Teachers' Skills with Job Performance

Job Performance	21st Century Skills	
	r value	p value
National Competency-Based Teacher Standards (NCBTS)	0.66	7.16E-07
Interpretation	Significant	

Table 4 shows the significant relationship between 21st Century Skills and the job performance of teachers. In 21st Century Skills. The data received a Pearson R of 0.66, with a p-value of 7.16E-07. Based on the given data and computation, we will accept the null hypothesis.

It is possible that teachers' work effectiveness is unaffected by their amount of education, length of employment, or pay grade. According to how the instructors see and assess them, they possess the core competencies and standards necessary for them to function as public school teachers employed by CHED. The necessary competencies have previously been covered by inexperienced teachers throughout their collegiate-level schooling. But, considering their real teaching experiences, they became competent and productive educators. Yet, the instructors who belong to the experienced group have not invested any time in learning about the NCBTS, which measures the skills of teachers. 2017 (Dr. Pa-Alisbo)

As a result, based on the result of the t-test in one-tail, the calculated r is less than the critical r. Therefore, there is a significant relationship between 21st-century skills and the job performance of teachers.

Table 5. Difference between Teachers' Job Performance when Grouped According to Profile

Groups	F	P-value	Decision	Difference
Gender Identity	3.64	0.13	Accept Ho	Not Significant
Age	3.01	0.03	Reject Ho	Significant
Department	1.68	0.23	Reject Ho	Significant
Educational Attainment	0.49	0.63	Accept Ho	Not Significant
Length of Service	6.25	0.02	Reject Ho	Significant

When categorized by profile, the instructors' 21st-century skills are the same. They think they can demonstrate the abilities that are required of them. It also suggests that when instructors evaluated their own ability in terms of 21st-century skills, they had a high level of self-efficacy.

The outcome demonstrates a significant correlation between the teachers' educational background and 21st-century competencies at Universidad de Manila. Greater teacher credentials are substantially connected with higher quality early childhood education and care, claimed by **Manning, Garvis, and Fleming (2017).** The overall ECEC attributes as determined by the environment assessment scale are positively connected with the teachers' educational background. Additionally, there is a positive relationship between instructor qualifications and subscale scores for program organization, language, reasoning, and student learning. In the teaching and learning process, a teacher's credentials are crucial. Because qualified teachers are more adept at instructing than unskilled teachers, professional training is more significant in teaching **(Holtzman, 2005)**. The findings show that teacher credentials, rather than teacher experience, are the best predictor of student satisfaction. The association between a teacher's experience, credentials, and students' satisfaction was somewhat mediated by the teacher's methods and talents, as well as by successful knowledge-sharing.

Table 6. Difference between Teachers' Job Performances when Grouped According to Profile

Groups	F	P value	Decision	Interpretation
Age	3.01	0.03	Reject H0	Significant Difference
Gender Identity	3.64	0.13	Accept H0	No Significant Difference
Department	2.15	0.10	Accept H0	No Significant Difference
Educational Qualification	0.49	0.63	Accept H0	No Significant Difference
Years in Service	1.31	0.28	Accept H0	No Significant Difference

The job performance of teachers does not necessarily differ in terms of age, gender identity, department, educational qualification, and years in service. As perceived and assessed by the teachers, they are equipped with these essential competencies and standards expected of them as public school teachers under the banner of CHED. On the part of the neophyte teachers, they have already studied during their tertiary level the competencies expected of them. On the other hand, among the teachers who belong to the

veteran group, they have not studied in their time about NCBTS which indicates teachers' competencies but taking into consideration their actual teaching experiences, they were developed as good and effective teachers.

The results show a substantial relationship between the University of Manila's 21st-century skills and the educational backgrounds of the lecturers. Manning, Garvis, and Fleming assert that greater teacher qualifications are significantly related to higher-quality early childhood education and care (2017). The environment evaluation scale's overall ECEC qualities have a favorable relationship with the instructors' educational backgrounds. Also, there is a correlation between the subscale ratings for program structure, language, reasoning, and student learning, and the qualities of the teacher. Throughout the teaching and learning process, a teacher's qualifications are vital. Professional training is more important in teaching since certified instructors are better at educating than inexperienced teachers (Holtzman, 2005). The results demonstrate that the strongest predictor of student achievement is teacher qualifications, not teacher experience.

Table 7. Difference between Teachers' Job Performances when Grouped According to Educational Qualification

Variables	N	Mean	Standard Deviation	Verbal Interpretation	r	p-value	Significance
21st Century Skills of a Teacher	146	4.56	0.36	Very High	0.6626	7.16E-07	Significant Relationship
Educational Qualification Length of Service	146	4.69	0.31	Very High			

The distinction between work performance and educational requirements is seen in Table 7. With 73 responders, the work performance standard deviation was 4.56, and the verbal interpretation was quite high. With the verbal interpretation extremely high, there was a standard deviation of 0.31 for educational credentials.

Thorndike articulated the final criterion to begin the process of determining work performance, as quoted by Labadia (2010). This final criterion specifies everything that characterizes work achievement over the whole scope of a particular task. He continues by pointing out that the ultimate standard is conceptual in nature and immeasurable. Because they can never fully capture the entire performance domain, academics, and practitioners utilize the ultimate criteria as a guide when selecting work performance indicators. An employee's emotional response to his or her job, compensation, or working conditions is referred to as job satisfaction. According to the study, school administrators' overall score on the two-dimension scale of work satisfaction (job intrinsic and job extrinsic) represents how satisfied they are with their jobs.

As a result, based on the mean, the researchers strongly agree that there is a significant relationship between job performance and educational qualification among the teachers at Universidad de Manila.

Table 8. Job Performance of Teachers when grouped according to Gender.

Groups	Average	Variance	F	P-value	Decision	Difference
Female	4.62	0.02	0.20	0.66095726	Accept Ho	Not Significant
Male	4.65	0.04				

Indicate the relationship between job performance and duration of service in Table 8. Among 45 respondents, there were 45 job performances with a standard deviation of 4.11 and a verbal interpretation of highly agree. With the verbal interpretation of "strongly agree," there was a standard deviation of 4.70 and a standard deviation of 0.24 when it came to the duration of service.

The phrase "Length of Service" refers to the number of years the Institution administrators have been in charge. Administrators who have been principals for 5-8 years are happier in their jobs than principals who have been in the

position for 1-4 years. Job happiness rises with years of experience, claims Eckman (2004). The more experience, the happier with the work one is. As they get closer to retirement and look forward to it, administrators with longer tenure would perform better on average. These results are consistent with Nadaf & Siddiqui's (2017), Sodoma's (2006), and Eckman's (2004) research.

As a result, based on the mean, the researchers strongly agree that there is a significant difference between job performance and length of service among the teachers at Universidad de Manila.

Conclusion

In terms of gender identification, there are more men than women in the respondents' personal profiles. Age-wise, the researcher got more replies between the ages of 46 and 50, with no respondents between the ages of 20 and 25 or 60 to 70. Given that they are also members of this college department, the researcher obtained more responses from the College of Education while examining the college department respondents came from. Most of the respondents had master's degrees in terms of their level of education. Finally, half of the respondents had 10 less years of experience in the teaching profession. For the intended performance requirements to be balanced and consistent, this is very necessary.

The teachers' respondents were very competent in terms of skills, having an average, weighted mean of 4.61.

All things considered and with results that can be verified, it is clear that the national Competency-Based Teacher Standards are what determines how well teachers perform on the job: Social Respect for Learning (SRFL), Learning Environment (LE), Diversity of Learners (DOL), Curriculum (Curr.), Planning, Assessment and Reporting (PAR), Community Linkages (CL), Personal Growth and Professional Development (PGPD), and Overall Performance of the Teachers Based on the National Competency-Based Teacher Standard They provide the best opportunities for learning, and pupils will observe the required standards of instructors in terms of knowledge transmission or instruction.

There is no doubt, that there is a significant relationship between the 21st Century Skills and job performance of the teachers. Educators' quality in teaching could not be based on how much their income is, what level of education they have, or how strict they are in terms of teaching. Real-quality teacher possesses the fundamental skills that you can expect from them. An educator who can follow or can play in the changing society and in the era where technology is engaging. Change is inevitable, educators need to be flexible. There is a significant relationship between Educational Qualifications and 21st Century Skills. Also, it demonstrates a high degree of agreement, demonstrating that all instructors at Universidad de Manila, regardless of their educational backgrounds, effectively employ the majority of 21st-century skills in their teaching tactics, methods, and strategies. According to the chart, there is a strong correlation between the length of service and the teachers' demonstration of 21st-century skills. Furthermore, everyone displayed a solid consensus, demonstrating that regardless of how long they have been teaching at Universidad de Manila, the majority of 21st-century skills are effectively integrated into their lessons.

Acknowledgment

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