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21st CENTURY SKILLS AMONG THE FACULTY OF A TEACHER EDUCATION INSTITUTION IN BENGUET

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ABSTRACT

Globalization and the increasing pervasiveness of digital technologies are the pressing characteristics of the world at the turn of this century. This study was conducted to assess the proficiency of the faculty staff and their cognizance to deliver the knowledge needed by the 21st century learners. The study employed the quantitative and qualitative method of inquiry, using questionnaire, interview and document analysis to gather data.

Results revealed that the faculty are very proficient of the 21st Century Skills along learning and innovation, information, media and technology skills and life and career skills with a mean of 3.34. The male respondents are very proficient in critical thinking and problem-solving skills (3.73). The females are very proficient in social and socio-cultural skills (3.47). Those with 1-5 years in teaching are very proficient in initiative and self-direction (3.37); those with 6-10 years in teaching are proficient in social and cross-cultural skills (3.41); those with 11-15 years in teaching are very proficient in productivity and accountability (3.93) and those with 16 and above years in teaching are very proficient in social and cross-cultural skills (3.92). The challenges faced are integration of ICT in facilitating lessons, eliciting student's creativity, critical thinking and problem solving skills, slow acquisition of new equipment, lack of facilities to utilize, poor media literacy and diversified learners.

Keywords: *21st century skills, 21st century teacher, proficiency*

INTRODUCTION

The number of new information-based careers today is skyrocketing, and the ability to help students learn how to learn will be critical to their success (Scalice, 2012). Teachers have the crucial role of seeing to it that learners are prepared for the future, taking into consideration multiple intelligences as well as learning styles of every learner. Every lesson taught will be beneficial to the learners, where their skills are enhanced so that application of what was learned is guaranteed as they apply for jobs in the future. Teachers then need to upgrade themselves to be able to cater to the expectations of the new generation. Rigid preparations need to be done to ensure relevance.

"To remain relevant and interesting, the teacher must possess 21st century skills" (Corpuz, 2012). The 21st century skills can be categorized into four, namely: Communication skills, Learning and Innovation Skills, Information, Media and Technology Skills and Life and Career skills. These skills are a must for teachers to possess in order to survive in this 21st century and most importantly, to help and contribute to the development of 21st century learners. Dr. Dina Ocampo (2015) stated in an International Convention for Pre-Service Teachers that an ideal K to 12 Teacher is a teacher who possesses the 21st Century Skills. With this statement, the attempt to look into the proficiency of teachers in addressing the needs of the 21st century learners is a must. Teachers are expected to retool

themselves to be at par with the expectations of the learners. According to www.21CenturySchools (2008), education should be bold that breaks away from the mold. Education should be flexible, creative, challenging and complex. It should address a rapidly changing world, filled with new problems but with new possibilities.

During the International Convention of Pre-Service Teachers, Serrana (2015), stressed in her lecture that preparing students to succeed in a globalized, technology-driven, knowledge-based world is the ongoing concern of teachers and school leaders in all countries. The challenge is to upgrade the skills of the country's human resources and to align these skills to the requirements of the 21st century. Building a cadre of school-based teacher-leaders, rather than running one size fits all training program, can support the development of teachers in their professional practice and fast track implementation of the education reform. This challenge can only be given a solution by knowing concretely how proficient the teachers are, in the various skills needed by the present generation. This study will be of help in assessing the skills of the teachers in order to fill the gap between the acquired skills and the skills that need to be developed. Serrana (2015) emphasized that in Singapore, for example, there is an effort to establish a sophisticated performance appraisal system to strengthen its self-reinforcing career track system for teacher leadership. This appraisal system is used in screening teachers to have a concrete data of the skills they acquire. In this context, administrators are guided of the needed enhancements for teachers in order to be relevant inside their classrooms, making teaching effective.

Malaysia has also adapted a clear strategy to improve the contribution of teachers in attaining the learning outcomes for its 2013-2025 education blueprint. The blueprint also calls for higher entry standards for new teachers, tailored on the ground coaching to raise teacher standards and a peer-led culture of professional excellence where teachers and principals mentor one another, share best practices and hold peer accountable for meeting professional standards. These professional standards are necessary to ensure 21st century readiness for every student that teachers need to address by making themselves competent and relevant (Serrana, 2015). Countries all over the world also adopt similar standards in maintaining quality teachers. In the Philippines, National Competency-Based Teacher Standards (DepEd, 2009) is used as basis in assessing whether teachers are effective. The assessment is done by measuring one's competence using a tool where the seven domains are measured through the strands provided. The domains include the areas comparable to the 21st century skills.

This research tried to assess the proficiency of the faculty based on the 21st Century Skills as dictated by the present times. In a digital world, teachers must be prepared for new technologies and new ways of working. Developing these 21st century skills in the classroom can transform economies and communities (atc21s.org, 2013). Twenty-first-century learning embodies an approach to teaching that marries content to skill. Without skills, students are left to memorize facts, recall details for worksheets and relegate their educational experience to passivity. Without content, students may engage in problem-solving or team-working experiences that fall into triviality, into relevance without rigor. Instead, the 21st century learning paradigm offers an opportunity to synergize the margins of the content vs. skills debate and bring it into a framework that dispels these dichotomies. Twenty-first-century learning means heeding to cornerstones of the past to help us navigate our future. Embracing a 21st century learning model requires consideration of those elements that could comprise such a shift: creating learners who take intellectual risks, fostering learning dispositions, and nurturing school communities where everyone is a learner (Wessling, 2010).

This study is important in its attempt to make teachers understand the implication of possessing the 21st century skills needed by the century to make learning meaningful and worthy on the part of the learners.

This study is significant for administrators in planning the curriculum, specifically in identifying the appropriate trainings and workshops that are needed by their teachers along the 21st century skills.

Teachers can use the results in upgrading their skills, especially on areas where they are not very proficient to ensure that the facilitation of learning will be achieved.

Pre-Service teachers can use the results of this study as their guide in preparing themselves by acquiring different skills that they are expected to possess to become effective and efficient teachers in the future.

Objectives

The study attempted to look at the proficiency of the CTE Faculty along the 21st Century Skills in Teaching. The study determined the level of proficiency of the faculty along:

a. Learning and innovation

b. Information, media and technology,

and c. Life and career skills;

Looked into the proficiency of the respondents when grouped according to sex and number of years in teaching and determined the challenges faced by faculty along the 21st century Skills.

METHODOLOGY

This study employed the descriptive method. Descriptive research describes, interprets and clarifies a present condition without influencing the subjects of the study.

The study was conducted at the College of Teacher Education of Benguet State University in La Trinidad, Benguet. The college trains would-be teachers and it is deemed important that the faculty members are equipped with the needed skills that are expected of the present times. A total of 26 permanent faculty members: 7 males and 19 females were respondents of the study. Simple random sampling was utilized where the subject in the population has an equal chance of being selected.

Data Collection

Data was gathered primarily through the administration of a questionnaire. The first part of the questionnaire is the personal profile, which includes the sex and number of years in teaching of the respondent. The second part is composed of the 21st century skills, classified according to learning and innovation skills, information, media and brought about by the 21st technology skills, and life and career skills. The third part is an open ended question on the challenges faced by the respondents along the 21st century skills.

An informal interview was conducted using an interview guide based on the listed 21st century skills. The respondents were chosen according to their availability.

Validation of the compiled syllabi of the college was done, specifically looking into the strategies utilized by the respondents in teaching the Professional Education subjects.

Treatment of Data

Chi-square of Equal Probability-Single group was used. This statistical tool is applied when the significance of the trend of reaction or opinions of persons as a group toward a certain issue, situation, value or thing is to be known.

To quantify the responses of the respondents on their level of proficiency of the 21st century skills, the following Likert Scale was utilized:

Numerical Rating	Descriptive Rating	Weighted Mean Ranges (Statistical Limit)
4	Very Proficient	3.25 – 4.00
3	Proficient	2.50 – 3.24
2	Somewhat Proficient	1.75 – 2.49
1	Not proficient at All	1.00 – 1.74

RESULTS AND DISCUSSION

Learning and Innovation Skills

Learning and innovation skills include creativity, curiosity, critical problem solving skills and risk taking. The overall mean under Learning and Innovation Skills was 3.34 (very proficient). The respondents were very proficient in terms of creativity and innovation. This implies that the respondents employed ways to present lessons in an interesting manner. They utilized materials showing new ways, presented ideas using their higher order thinking skills. In an interview, one respondent said that as faculty of the College of Teacher Education, they set themselves as examples by using varied strategies in the classroom".

Creativity and Innovation

The respondents' creativity and innovation are considered very proficient. The highest indicator was a mean of 3.54, described as Very Proficient. The respondents were very open and responsive to new and diverse ideas and incorporated these ideas in their work. This means that the faculty are amenable when new and different approaches are introduced in teaching. There is collaborative work and openness in the workplace even if varied ideas and perceptions are presented. This is validated by an interview conducted to some respondents who stated that change is inevitable and they are very open to new ideas and trends. Another respondent mentioned that despite difficulties in coping with a lot of changes, the students' welfare are always in their minds. Thus, Sicat (2014) stressed that teaching has gone far. From the traditional chalk and talk with the help of wooden blackboards, there has been transformation to a high tech classroom wired in audio-visual devices, internet technology (wireless fidelity or wifi) and appropriate spots for equipment and gadgets such as liquid crystal display (LCD) projectors, high definition television (HDTV), audio-devices, high-end laptops, smart phones, ipods, tablets and more. Teachers now find ways and means to level up, introduce new ways of doing things and maximize the use of technology.

Reaforementioned are indications of the positive outlook of the faculty whenever innovations in teaching are introduced. Teachers are always flexible and ready to adapt to changes. Based on a survey among employers, 70% believed that educational institutions should place more emphasis on the areas which focus on the graduate's capability to be innovative and think creatively (Dayagbil *et al.*, 2012).

The indicator with the lowest mean of 3.15, (proficient) is when the respondents' act on creative ideas to make a tangible and useful contribution to the field in which the innovation occurs. They share creative ideas to come up with concrete outputs especially in their respective fields of specialization. An example is the implementation of Outcomes-Based Education in the curriculum. An interview with one respondent stated that the faculty had to be OBE ready in the preparation of the syllabi to ensure that they learn from the lessons. Moreover, they integrate necessary changes to enrich their teaching.

The syllabi of the respondents were analyzed to look into the strategies employed by the faculty in teaching the professional education subjects. It was found that all the faculty apply mixed modes of teaching. Respondents use technology-based teaching strategies like broadcast media-inspired (radio and television), digital camera (photos and videos), social media (computer, tablet, mobile phones,etc) and other online media-inspired teaching strategies and other highly engaging teaching activities (fusion of traditional teaching strategies and emergent technologies).

Critical thinking involves the objective analysis and evaluation of an issue in order to form a judgment. Problem solving skills include the ability to gather, analyze and synthesize information. The overall mean under this area is 3.41, described as Very Proficient. This implies that the respondents are critical thinkers are innovative. This corroborates the idea of Corpuz (2013) that good teaching goes beyond recall of information. Teachers do not dwell on the "what" and "who" and even "when" anymore. Questions that require in-depth analysis are asked of students. Activities are carefully planned for students to engage in meaningful experiences. According to Canonigo (2014), problem solving is more than a vehicle for teaching and reinforcing knowledge and

Table 1. Creativity and Innovation

Creativity and Innovation Skills	Mean	Desc.
Use a wide range of idea creation techniques (such as brainstorming)	3.31	V P
Create new and worthwhile ideas (both incremental and radical concepts)	3.23	P
Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts	3.38	V P
Develop, implement and communicate new ideas to others effectively	3.42	V P
Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	3.54	V P
Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	3.27	V P
View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	3.46	V P
Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur	3.15	P
Overall Mean	3.34	V P

Table 2. Critical Thinking and Problem Solving

Critical Thinking and Problem Solving Skills	Mean	Desc.
Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation	3.42	V P
Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	3.5	VP
Effectively analyze and evaluate evidence, arguments, claims and beliefs	3.42	V P
Analyze and evaluate major alternative points of view	3.38	V P
Synthesize and make connections between information and arguments	3.38	V P
Interpret information and draw conclusions based on the best analysis	3.46	V P
Reflect critically on learning experiences and processes	3.65	V P
Solve different kinds of non-familiar problems in both conventional and innovative ways	3.12	P
Identify and ask significant questions that clarify various points of view and lead to better solutions	3.38	V P
Overall Mean	3.41	VP

helping to meet everyday challenges. In this study, teachers use problem solving method to strengthen students' knowledge and skills that they teach. Students reflect critically on learning experiences and processes which are always emphasized during in-service seminars and even on trainings and workshops outside the school.

The highest indicator under this category is on learning experiences with a mean of 3.65 (very proficient). This result agrees with Posecion (2013) who mentioned that teachers need to activate prior knowledge by using activities that relate to or determine the level of their existing knowledge. This result implies the importance of self-reflection on how a teacher teaches. A respondent aptly said, "Save in the memory the teaching practices with best results".This means that respondents save the best practices by reflecting deeply on the teaching strategies applied everyday and are looking into the details of what transpired during the day. Moreover, they analyze areas where students excelled, and where students failed.

Dayagbil (2012) however, mentioned that very few teachers engage in reflection since it entails deep thinking. The aim of reflection is to offer the opportunity to compare theory to practice, belief to behavior, understanding to doing. Reflection can provide the "bridge" from an educator's technical knowledge to professional competence (Schon, 1987)."

The indicator with the lowest mean of 3.12 (proficient), is solving different kinds of non-familiar problems using both conventional and innovative ways. This is attributed to the respondents' utilization of both the traditional and the innovative, creative manner of solving problems. Perkins (2010) in Corpuz *et al.*, (2013) mentioned that a curriculum must go beyond content knowledge with strong emphasis on the 21st century skills. In this situation, learners will read fewer pages from printed materials of topics to be covered. This is an application of the traditional ways of teaching. On the other hand, curriculum is not just textbook-driven or fragmented. Instead, it is thematic and integrated. This is the innovative way of teaching. Both of the traditional and innovative ways as presented, are applied by the respondents.

Communication and Collaboration

Table 3 shows the level of respondents' proficiency in communication and collaboration. Communication and collaboration skills include collaboration, interpersonal skills, local, national and global orientedness, interactive communication. Under this category, the overall mean is 3.39 (very proficient).This means that the respondents are team workers. They have very good interpersonal skills, allowing them to work harmoniously, and producing excellent outputs. One respondent explained that in the College of Teacher Education, the faculty work harmoniously as a team.

The indicators that got the highest means are listening effectively to decipher meaning, including knowledge, values, attitudes and intentions, and the skill to demonstrate ability to work effectively and respectfully with diverse teams with a mean of 3.46 described as very proficient. The respondents are good listeners which results in being able to understand whatever knowledge, values and attitudes and intentions are being faced. On the other hand, demonstration of good work outputs were also done with collaborative efforts. The dynamism of the respondents at work with any co-teacher is plausible.

The lowest mean of 3.12 (proficient) shows that the respondents are able to solve different kinds of non-familiar problems in both conventional and innovative ways. There are instances when the respondents utilize both the traditional and creative manner of solving problems. This result is attributed to the respondents' belief that problems can be solved by employing the old and new ways. Presenting problems to colleagues to solicit their ideas is considered by the teachers. Taking risks in solving problems is also tried, resulting to the trial and error method.

Information, Media and Technology Skills
Information Literacy Skills

Table 4 shows the level of proficiency of respondents in information and literacy skills.

As mentors of the new generation, teachers are forced to level up in terms of acquiring skills that would make them efficient and effective in communicating and delivering their ideas to their students. Communication is both verbal (primarily speaking and writing) and nonverbal (gestures and "body language"). Both these forms must be congruent: What one say, must correspond to what they see (Hendricks, 1987). The respondents are very good in communicating with their learners, using themselves as the "audio-visual aids" in the classroom, using words and body language as a means of relaying their messages. The overall mean of the area on Information Literacy is 3.36, (very proficient). The teachers are efficient and effective in using sources to enrich their lessons. The respondents use varied ways of enriching their lessons. Salandanan (2012) stressed that the events that are to be discussed in the lesson are guaranteed to be vivid, real and life-like through the use of audiovisual tools and effective learning devices.

Results on Information Literacy of the respondents showed that the access to information is to efficiently and effectively use sources and accurate information and creativity for the issue or problem at hand. Both got a mean of 3.38, described as very proficient.

The respondents are able to get relevant information efficiently based on the needs of the time. This implies that contents taught inside the classroom are new and updated. The sources are

Table 3. Communication and collaboration

Communication and Collaboration Skills	Mean	Desc.
Articulate thought and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	3.27	V P
Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions	3.46	VP
Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)	3.42	V P
Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact	3.38	V P
Communicate effectively in diverse environments (including multi-lingual)	3.31	V P
Demonstrate ability to work effectively and respectfully with diverse teams	3.46	V P
Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal	3.42	V P
Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	3.42	VP
Overall Mean	3.39	V P

Table 4. Summary Table

Learning and Innovation Skills	Mean	Description
Creativity and Innovation	3.34	VP
Critical Thinking and Problem Solving	3.41	VP
Communication and Collaboration	3.39	VP
Overall Mean	3.38	VP

Table 5. Media Literacy

Media Literacy Skills	Mean	Description
Understand both how and why media messages are constructed, and for what purposes	3.38	VP
Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors	3.19	P
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media	3.15	P
Understand and utilize the most appropriate media creation tools, characteristics and conventions	3.08	P
Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments	3.19	P
Overall Mean	3.20	P

also reliable. This is shown through the yearly purchase of relevant books in different areas of specialization by the library, which are continuously utilized by the respondents as references in the preparation of their lessons. As observed by the faculty, the library purchases varied books yearly to update the library holdings of the school. .

The other three indicators got the same means of 3.35, described as very proficient. Respondents evaluate information critically and competently by a thorough scrutiny of information gathered. Management of the flow of information from a wide variety of sources is also applied. There are updated references that are listed in their syllabi. As respondents make use of varied sources, they are also very careful in following the ethics on gathering data from sources. A seminar on Ethics

in Research was conducted to the faculty.

Media literacy is the ability to critically analyze the messages that inform, entertain and sell to people everyday. It is the ability to bring critical thinking skills to bear on all forms of media asking pertinent questions about what is there and noticing what is not there.

Media plays a significant role in giving up to date information to teachers, helping them in bringing the world inside the classroom in couples of seconds (Corpuz and Salandanan, 2013).

The overall mean on media literacy skills is 3.20 (proficient). This implies that the respondents are proficient in analyzing the messages that they read and hear. As teachers, they have learned the skill of comprehending messages that they hear or read. Corpuz *et al*., (2013) cited Wagner (2006) in his book, The Global Achievement Gap, which states that one of the survival skills required for the 21st century is accessing and analyzing information. These two skills are important for teachers to be able to obtain information and be able to comprehend it.

Results reveal the literacy of teachers in utilizing media to enrich their lessons. The indicator where the respondents understand both how and why media messages are constructed and for what purposes got the highest with a mean of 3.38 (very proficient). The respondents are also aware of the instances when this information can be used effectively. From the interviews gathered, respondents claimed that media is helpful. Newspapers and magazines, documentaries provided by TV networks, programs heard on radio stations, news taken from the internet, though not only limited to these mentioned, are very rich sources of fresh ideas.

Understanding and utilization of the most appropriate media creation tools, characteristics and conventions had the lowest mean of 3.08, described as proficient. This result implies that there are instances where the respondents are not sure of the proper tools to be used in a specific lesson. One respondent admitted that she does not have knowledge of other media tools that can be used in her lessons". This is an indication that some respondents have limited knowledge of other media tools to be used.

ICT Literacy Skills

Table 6 shows the level of proficiency of respondents in ICT literacy skills. ICT literacy skills are the skills applied in technology. These are tools to research, organize, evaluate and communicate information. This is also the skill in using digital technologies, communication/ networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge community. These tools are applied for the fundamental understanding of the ethical/ legal issues surrounding the access and use of information technologies.

The overall mean of ICT literacy of the respondents is 3.26 (very proficient). The work of Maslow (Bago, 2000) regarding the development of human potential offers a comprehensive understanding of human motivations. As the respondents improve their teaching through trainings, some develop their potentials, serving as personal motivation for them. On the other hand, senior faculty commented, "we are about to retire so we do not need to become computer literate anymore" and "We are too old to learn those skills in using the computer". Leave it to the young teachers. These are the statements commonly mentioned by the senior faculty when asked why they are not interested in becoming computer literate.

In the last decade, though, senior teachers alongside with new teachers had competition with regard to making one's self computer literate. Respondents realized the importance of being at par with colleagues and being appreciated by students when lessons were presented using computer-mediated gadgets and equipment like laptop and LCD projector, among others.

Results show the proficiency level of the respondents in ICT. The use of technology as a tool for research, organizing, evaluating and communicating information had a mean of 3.35 (very proficient). The respondents were provided trainings on ICT. Some faculty members were sent to ICT seminars and workshops at the national,

Table 6. ICT Literacy Skills

ICT Literacy Skills	Mean	Description
Use technology as a tool to research, organize, evaluate and communicate information	3.35	VP
Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy	3.27	VP
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies	3.19	P
Overall Mean	3.26	VP

Table 7. Summary Table

Information, Media and technology Skills	Mean	Description
Information Literacy	3.36	VP
Media Literacy	3.20	P
ICT Literacy	3.26	VP
Overall Mean	3.27	VP

regional and local levels.

The indicator with the lowest mean of 3.19 (proficient), was on the respondents' application of the fundamental understanding of the ethical/legal issues regarding access and use of information technologies, that is, information with regard to the ethical use and legal issues on the use of ICT. The respondents need to be trained on matters pertaining to the ethics that any user of digital equipment should know. According to Salandanan (2012), ethical teachers are not only transmitters of knowledge. More importantly, they behave and exhibit attitudes that are worth emulating.

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in globally competitive information requires that students pay rigorous attention to developing adequate life and career skills. For Bilbao *et al*. (2012), life and career skills embrace flexibility and adaptability, leadership and responsibility, social and cultural skills, initiative and self-direction, productivity and accountability and ethical, moral and spiritual values.

The overall mean of 3.40 (very proficient), reveals how flexible and adaptable the respondents are.

Flexibility and adaptability

Table 8 shows the level of proficiency of respondents on flexibility and adaptability. Results reveal that among the five indicators, that dealing positively with praise, setbacks and criticisms garnered the highest mean (3.54), described as very proficient. This shows how professional the respondents are when praised for a job well done, and at the same time, humble, when faced with criticisms and other negative feedback. The indicator needing more improvement is the skill of being able to adapt to varied roles, jobs, responsibilities, schedules and context. Teaching is the noblest profession, they say, and despite other designations given them, they perform work efficiently and effectively.

Flexibility is the ability to adapt to change, varied roles, jobs, responsibilities, schedules and context. It is being able to work effectively in a climate of changing priorities, being able to incorporate feedback effectively, deal positively with praise, setbacks and criticisms, understand, negotiate and balance diverse views and beliefs

Table 8. Flexibility and Adaptability

Flexibility and Adaptability	Mean	Description
Adapt to varied roles, jobs responsibilities, schedules and context	3.31	VP
Work effectively in a climate of ambiguity and changing priorities	3.42	VP
Incorporate feedback effectively	3.38	VP
Deal positively with praise, setbacks and criticism	3.54	VP
Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	3.38	VP
Overall Mean	3.40	VP

Table 9. Initiative and Self-Direction

Initiative and Self-Direction Skills	Mean	Description
Set goals with tangible and intangible success criteria	3.31	VP
Balance tactical (short-term) and strategic (long-term) goals	3.38	VP
utilize time and manage workload efficiently	3.46	VP
Monitor, define, prioritize and complete tasks without direct oversight	3.46	VP
Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	3.54	VP
Demonstrate initiative to advance skill levels towards a professional level	3.50	VP
Demonstrate commitment to learning as a lifelong process	3.58	VP
Reflect critically on past experiences in order to inform future progress	3.62	VP
Overall Mean	3.48	VP

to reach workable solutions, particularly in multi-cultural environments.

The overall mean of 3.48, described as very proficient implies that the respondents acquire skills beyond what is learned through studies and experiences. When needed, they are able to apply practical skills. The respondents go beyond the usual knowledge and skills. One respondent said that common sense is very important. When needed, it automatically enables one to think of ways and solutions to problems encountered.

Among the indicators, the ability to reflect critically on past experiences in order to inform future progress got the highest mean of 3.62 (very proficient). The respondents use their past experiences to manage challenges faced as well as utilize the same in planning for the future. This result speaks very well of the respondents' maturity. This result indicates that the respondents walk their talk. In professional education subjects that they teach, reflection of one's learning is emphasized many times in order to maintain a good performance for students' progress.

The indicator with the lowest mean of 3.31 (very proficient) is on setting goals with tangible and intangible success criteria. Instrument for evaluation of set goals has to be improved. This implies a need for more trainings along this area, a need for a comprehensive exposure of respondents on how to set and evaluate these goals.

Socio and Socio-Cultural Skills

Table 10 shows the proficiency of the respondents along socio and socio-cultural skills. These are the skills in knowing when to listen and when to speak. It also includes conducting oneself in a respectable, professional manner and being able to respect cultural differences and work effectively with people from a range of social and cultural backgrounds and respond open-mindedly to different ideas and values.

The overall mean of 3.52 (very proficient), is for the respondents to acquire the much needed social and socio-cultural skills that makes them effective teachers. Bilbao *et al.* (2012) stressed that as teachers on the road to moral development to strive to develop your potential, your love and care for yourself and make this love flow to others, you lead a virtuous life, and as you advance in age, you also advance in your emotional, social, intellectual and spiritual development.

The highest mean of 3.65 $, reveals that the respondents are very proficient in responding open-mindedly to different ideas and values. One of the domains emphasized in the National Competency Based Teacher Standards (NCBTS) which is utilized by the Department of Education (2009) in evaluating the performance of public school teachers in the Philippines is Diversity of Learners. Teachers are expected to deal with varied types of learners, with varied types of learning styles and multiple intelligences (Gardner, 2004).

The indicator with the lowest mean of 3.02 (proficient),is to know when to listen and when to speak. The respondents have the ability to listen to students when needed, and speak when it is needed. On the other hand, a respondent commented that there are some teachers who are self- centered. They spend most of the time doing the talking, leaving their learners as passive listeners.

Productivity and accountability skills are those that show a person being able to set and meet goals, even in the face of obstacles and competing pressure. It also includes the ability to prioritize, plan and manage work to achieve the intended result. This is also the skill of being able to demonstrate additional attributes associated with producing high quality products including abilities to: work positively and ethically, manage time and projects effectively, multi-task and participate actively. This also includes being reliable and punctual, presenting oneself professionally demonstrating proper etiquette, collaborating and cooperating effectively with teams, respecting and appreciating diversity and being accountable for results.

The overall mean of 3.39 (very proficient), implies the efficient time management of the respondents. This result validates what Salandanan mentioned that a well-spaced procedure in performing an activity is conducive to learning. Furthermore, the time allowed for each step must not be difficult to keep. Precise timing should be for more efficient time keeping. One teacher commented on an old adage which says that "time is precious, time is gold".

The indicator on how productive and accountable the respondents had a mean of 3.42. This means that the respondents are very proficient in prioritizing, planning and managing. In the recent evaluation of performance of the faculty in the University, results showed that the College got the highest score in the 2014 Productivity Payment Bonus (PBB) conducted by the Department of Budget and Finance (DBM, 2011).

Leadership and Responsibility Skills

Table 12 shows the proficiency of the respondents in their leadership and responsibility skills. Leadership and responsibility skills consist of using interpersonal and problem-solving skills to influence and guide others toward a goal. It leverages strength of others to accomplish a common goal. It inspires others to reach their very best via example and selflessness, demonstrates integrity and ethical behavior in using influence and power and acts responsibly with interests of the larger community in mind.

Teachers expected to be leaders and role models (Code of Ethics for Professional Teachers, (2005), had a mean of 3.50, described as very proficient. This is an indication that the respondents inspire others to achieve their goals via example and act responsibly with the interests of the larger community. These prove what people believe the teaching profession to be that it is not a job; instead, it is a calling, a vocation. This explains the nature of teaching, which is selflessness. Another indicator, with a mean of 3.50, also described as very proficient, reveals the respondents acting responsibly with the interests of the community as a whole.

The indicator on using interpersonal and problem-solving skills to influence and guide others towards a goal, had the lowest mean of 3.42

Table 10. Social and Socio-Cultural Skills

Social and Cross-Cultural Skills	Mean	Description
Know when it is appropriate to listen and when to speak	3.42	VP
Conduct themselves in a respectable, professional manner	3.46	VP
Respect cultural differences and work effectively with people from a range of social and cultural backgrounds	3.58	VP
Respond open-mindedly to different ideas and values	3.65	VP
Overall Mean	3.52	VP

Table 11. Productivity and Accountability Skills

Productivity and Accountability	Mean	Description
Set and meet goals, even in the face of obstacles and competing pressure	3.38	VP
Prioritize, plan and manage work to achieve the intended result	3.42	VP
Demonstrate additional attributes associated with producing high quality products including abilities to: Work positively and ethically, Manage time and projects effectively, Multi-task, Participate actively, as well as be reliable and punctual, Present oneself professionally and with proper etiquette, collaborate and cooperate effectively with teams, Respect and appreciate team diversity, Be accountable for results	3.38	VP
Overall Mean	3.39	VP

(very proficient). Although noted as very proficient, the respondents have found ways to enhance their skills with their clientele to ensure that goals in teaching are effectively achieved.

The overall mean for the males is 3.63 and for females is 3.29, described both as very proficient. This result implies that the respondents possess the ideal traits that characterize the teacher of the 21st century. Teachers perform the various roles which are really different from the traditional or classic educator. Baylongo *et al.* (2012) enumerates the different traits of the new breed of educators as follows: The Adapter is able to adapt the curriculum and the requirements in innovative and creative ways; the Visionary sees across disciplines and through the curricula, use energizing tools and web technologies to see ideas and use these in his/her classes. The Communicators are fluent in tools and technologies for communication and collaboration while Leaders lead in the process of ICT integration. In implementing new technology in the classroom, the teachers prepare students to enter a global economy. The global teacher must have information and communication technology literacy skills. He/she should be proficient in finding and managing resources, using the internet, publishing in the web, connecting with colleagues, students, peers, and global communities (Dayagbil *et al.*, 2012). The Model exemplifies model behaviors that students expect from their teachers. The Collaborators use collaborative tools to enhance and motivate learners to share, contribute, adapt and invent and the Risk Takers take risks and surrender themselves to students' knowledge.

Table 14 reveals that the male faculty members are more critical thinkers and problem solvers (Montemayor *et al.*, 2014). The females are very proficient in social and socio-cultural skills with a mean of 3.47. The females know when to listen and to speak. A respondent said that female teachers extend their motherly roles inside the classroom by being patient in listening and very soft spoken to the learners. On the other hand, the males have higher proficiency level in socio-cultural skills with a mean of 3.67.

On the other hand, ICT literacy skills had the lowest mean of 3.52 (very proficient) for the male respondents. This implies the need for more enhanced ICT trainings for the males. The female respondents had media literacy, with a mean of 3.07, described as proficient, as the lowest indicator.

This result implies the need for more enhancement trainings for the females, with regard to the maximization of media as a tool in making their teaching more effective, suiting to the needs and preference of the present generation of learners.

Both the males and females are very proficient in the learning and innovation skills as gleaned from the overall means of 3.67 and 3.27 respectively. The respondents employ creativity, innovation, critical thinking and problem solving, as well as communication and collaboration skills in teaching.

For the male respondents, critical thinking and problem solving skills had the highest mean of 3.73 (very proficient). The implication of this result is that, the respondents employ higher order strategies for selecting and monitoring mental operations that facilitate creative and critical thinking. On the other hand, creativity and innovation had the lowest mean of 3.62 (very proficient). A respondent mentioned that in order to enhance creativity and innovation in teaching, administrators should always include these in the list of trainings to be attended by faculty.

The female respondents got the highest mean of 3.29 (very proficient) along communication and collaboration. This result validates the expectation that teachers should possess very good oral and written communication skills. On collaboration, Bilbao *et al*., (2012) mentioned that partnership between the school and the community is a product of valuable investment of time, efforts and resources willingly shared by both.

Table 16 shows the proficiency of the respondents along information, media and information skills according to sex. The overall mean for the males is 3.57 (very proficient). The result indicates that the males are very proficient in the identification of the following: what information is needed, the best sources of information for a given need, location of sources critical of the evaluating of the sources and sharing that information. The respondents have the ability to critically analyze the messages that inform, entertain and sell. Also, they have the ability to use computers and other technology to improve learning, productivity and performance (Bilbao *et al*., 2012). For the female respondents, the overall mean is 3.16 (proficient). Unlike the males, the females need to enhance their skills in the use of technology.

Of the three skills under information, media and technology skills, the male respondents got the highest mean of 3.65 (very proficient) along information literacy. They have the ability to look for very good sources of information that they utilize in enhancing their lesson. The lowest mean is 3.52 (very proficient) under ICT Literacy. More trainings on the use of technology are needed.

For the female respondents, information literacy got the highest mean of 3.25 (very proficient) and media literacy as the lowest with a mean of 3.07 (proficient). As validated from the syllabi of respondents, a great source of citation from various authors and researches were identified. Use of information from media source needs to be enhanced.

Generally, male and female respondents are both very proficient along life and career skills with means of 3.63 and 3.29 respectively. The respondents have the necessary skills to be able to contribute to the development of 21st century learners. These skills are also termed as skills for living in the world. These include citizenship, life and career and personal and social responsibility (Corpus and Salandanan, 2014).

For the male respondents, leadership and responsibility had the highest mean of 3.71 (very proficient). One male respondent shared that in the Philippines, one of the socio-culturally dictated role of males is to be the leader. This was validated by Moser (1994) when he stressed that traditionally, males are the leaders in almost all communities. The lowest mean of 3.60 (very proficient) is flexibility and adaptability. The implication of this is that the males need to enhance their flexibility and adaptability to new situations.

For the females, the social and cross-cultural skills had the highest mean of 3.47 (very proficient). This shows that the respondents are able to work collaboratively within team environments and can develop cultural and societal awareness. There is understanding of diversity and differences, and

Table 14. Level of Proficiency of Respondents According to Sex

21st Century Skills	Male	Desc.	Female	Desc
Creativity and Innovation	3.62	VP	3.24	VP
Critical Thinking and Problem Solving	3.73	VP	3.29	VP
Communication and Collaboration	3.66	VP	3.29	VP
Information Literacy	3.65	VP	3.25	VP
Media Literacy	3.54	VP	3.07	P
ICT Literacy	3.52	VP	3.17	P
Flexibility and Adaptability	3.60	VP	3.33	VP
Initiative and Self Direction	3.66	VP	3.41	VP
Social and Cross-Cultural Skills	3.67	VP	3.47	VP
Productivity and Accountability	3.61	VP	3.31	VP
Leadership and Responsibility	3.71	VP	3.36	VP
Overall Mean	3.63	VP	3.29	VP

Table 12. Leadership and Responsibility

Leadership and Responsibility Skills	Mean	Description
Use interpersonal and problem-solving skills to influence and guide others toward a goal	3.42	VP
Leverage strengths of others to accomplish a common goal	3.40	VP
Inspire others to reach their very best via example and selflessness	3.50	VP
Demonstrate integrity and ethical behavior in using influence and power	3.46	VP
Act responsibly with the interests of the larger community in mind	3.50	VP
Overall Mean	3.46	VP

Table 13. Summary Table

Life and Career Skills	Mean	Description
Flexibility and Adaptability	3.40	VP
Initiative and Self Direction	3.48	VP
Social and Cross-Cultural Skills	3.52	VP
Productivity and Accountability	3.39	VP
Leadership and Responsibility	3.46	VP
Overall Mean	3.43	VP

approaches for effective communication with diverse populations including ethnic, religious, gender, sexual orientation and generational differences. They also exhibit sensitivity to cultural issues and value diversity. They navigate effectively through workplace culture and norms, and positively contribute as an effective member of a team (NIU, 2015). The indicator with the lowest mean of 3.31 (very proficient) is productivity and accountability. Salandanan (2012) mentioned that accountability is a crucial element required of persons holding public office. The teacher is one of them. The expectation is greater because teachers work with humans, not merely numbers, materials and machines. Mistakes committed with lives are irreparable, unlike annual reports of performance which could be reviewed and recomputed. With this, teachers, must see and practice accountability with all honesty.

Proficiency of the Respondents According to Number of Years in Teaching.

As revealed from Table 18, those respondents who have taught from 1-5 years are flexible and adaptable, with the highest mean of 3.40, described as very proficient. This implies that young teachers

Table 15. Proficiency of respondents along learning and innovation according to sex

Learning and Innovation Skills	Male	Desc.	Female	Desc
Creativity and Innovation	3.62	VP	3.24	P
Critical Thinking and Problem Solving	3.73	VP	3.29	VP
Communication and Collaboration	3.66	VP	3.29	VP
Overall Mean	3.67	VP	3.27	VP

Table 16. Proficiency of respondents along information, media and technology skills according to sex.

Information, Media and Technology Skills	Male	Desc.	Female	Desc.
Information Literacy	3.65	VP	3.25	VP
Media Literacy	3.54	VP	3.07	P
ICT Literacy	3.52	VP	3.17	P
Overall Mean	3.57	VP	3.16	P

Table 17. Proficiency of respondents along life and career skills according to sex

Life and Career Literacy Skills	Male	Desc.	Female	Desc.
Flexibility and Adaptability	3.60	VP	3.33	VP
Initiative and Self Direction	3.66	VP	3.41	VP
Social and Cross-Cultural Skills	3.67	VP	3.47	VP
Productivity and Accountability	3.61	VP	3.31	VP
Leadership and Responsibility	3.71	VP	3.36	VP
Overall Mean	3.63	VP	3.29	VP

are able to adjust easily to situations and challenges. They easily adapt to the needs of the times. The indicator with the lowest mean of 2.83, described as somewhat proficient, is productivity and accountability. This result implies that since they are still beginning teachers, they find pressure in setting and meeting goals, planning and managing work to achieve desired result, encounters problems with time management, participation in school related activities, diverse environment. Accountability of results of work is hardly seen.

For the respondents with 6–10 years of teaching experience, results show that they are skilled in social and socio-cultural ways. This implies their ability to listen to clientele effectively and knowing the proper time to speak. They are very particular with their actuations, wanting to reflect a respectable, professional image. The indicator with the lowest mean of 3.03, ICT Literacy, described as proficient, implies the need to enhance the use of technology as a tool in teaching, doing research as well as organizing, evaluating and communicating their information.

The respondents with 11 to 15 years of teaching experience, the indicator with the highest mean of 3.93 (very proficient), skilled along productivity and accountability, imply their being able to set goals effectively even in times of pressure and obstacles. This may be attributed to the length of experience that they had. Through the years, they have learned to deal with problems effectively. Priority in identifying needs and being able to manage pressure to achieve the intended result is also another implication along this area. Teachers having this skill in productivity and accountability, have the specific abilities like working positively and ethically, managing time and projects effectively, multitasking and participating in activities. Therefore actively, reliable, punctual, being professional in terms of etiquette, work collaboratively, cooperatively with teams and respect and appreciate team diversity. They are accountable also for results. Their lowest mean of 3.40 (very proficient) is the indicator on Critical Thinking and problem solving. The result implies their weakness in the use of varied types of reasoning, not good on analyzing how parts of a

Table 18.Proficiency of the respondents according to number of years in teaching

21st Century Skills	1-5 YRS.	Desc.	6-10 YRS.	Desc	11-15 YRS.	Desc	16-above	Desc.
Creativity and Innovation	3.12	P	3.26	VP	3.55	VP	3.42	VP
Critical Thinking and Problem Solving	3.19	P	3.37	VP	3.40	VP	3.58	VP
Communication and Collaboration	3.18	P	3.29	VP	3.65	VP	3.45	VP
Information Literacy	3.05	P	3.28	VP	3.60	VP	3.45	VP
Media Literacy	2.90	SP	3.26	VP	3.48	VP	3.10	P
ICT Literacy	3.16	P	3.03	VP	3.73	VP	3.29	VP
Flexibility and Adaptability	3.40	VP	3.40	VP	3.48	VP	3.37	VP
Initiative and Self Direction	3.37	VP	3.40	VP	3.67	VP	3.50	VP
Social and Cross-Cultural Skills	3.18	P	3.41	VP	3.85	VP	3.62	VP
Productivity and Accountability	2.83	P	3.37	VP	3.93	VP	3.37	VP
Leadership and Responsibility	3.10	P	3.40	VP	3.76	VP	3.52	VP
Overall Mean	3.13	P	3.31	VP	3.64	VP	3.42	VP

whole interact with each other, among others.

With a mean of 3.62 (very proficient), respondents with at least 16 years or more of teaching proved to be very efficient in socializing and having cross-cultural skills. This implies the respondents' interpersonal skills, being able to listen and speak with people effectively, professional in their actions and shows deep respect for cultural diversity. They are least effective in the utilization of media. With a mean of 3.10, described as proficient, their understanding of both how and why media messages are constructed, and for what purposes need enhancement. Interpretation of messages differently, how values and points of view are excluded and included also is low. Access and use of media are not also maximized. Media tools are not also maximized.

Table 19 shows the proficiency of respondents along learning and innovation skills according to the number of years in teaching. With the highest mean of 3.19 (proficient), the respondents with one to five years possess critical thinking and problem solving skills. This result implies that the number of years of teaching does not have a great impact on the acquisition of critical thinking and problem solving skills. New graduates were trained in their undergraduate schooling on how to apply these skills in teaching. The lowest mean of 3.12 (proficient) was creativity and innovation. One respondent mentioned that as a novice teacher, he admits that he needs to learn more to be creative and innovative in presenting his lessons.

For respondents who had been teaching for 6 to 10 years, the indicator with the highest mean of 3.37 (very proficient), is along critical thinking and problem solving. The respondents apply these in the activities they provide to students. Gutierrez *et al.* (2015) stressed that teachers are encouraged to use problem-based learning because through this, students are allowed to have meaningful voice and become instrumental in a process where real, recognizable change results.The indicator with the lowest mean of 3.26 (very proficient) is creativity and innovation. Salandanan (2012) stressed that teachers need to have the proficiency in teaching like the knack to discover new ways of searching fresh information regarding the content. One example is introducing results using much needed flexibility, at the same time updating teaching practices.

The respondents with 11 to 15 years of teaching had the highest mean of 3.65 (very proficient) along communication and collaboration. This result confirms what Wagner (2014) presented as two of the seven skills for the 21st century curriculum. The indicator with the lowest mean of 3.40 (very proficient) is critical thinking and problem solving skills.

The highest indicator among the respondents

Table 19. Proficiency of Respondents along Learning and Innovation Skills According to Number of Years in Teaching

Learning and Innovation Skills	1-5 YRS.	Desc.	6-10 YRS.	Desc	11-15 YRS.	Desc	16-above	Desc.
Creativity and Innovation	3.12	P	3.26	VP	3.55	VP	3.42	VP
Critical Thinking and Problem Solving	3.19	P	3.37	VP	3.40	VP	3.58	VP
Communication and Collaboration	3.18	P	3.29	VP	3.65	VP	3.45	VP
Overall Mean	3.16	P	3.30	VP	3.53	VP	3.48	VP

who had been teaching for 16 years and above is critical thinking and problem solving, with a mean of 3.58 (very proficient). A senior respondent affirmed that the years of teaching has a great impact on a teacher's skill in being able to think critically and at the same time apply it in one's teaching. On the other hand, problem solving as a method has proved its worth through the years.

Table 20 shows the proficiency of respondents along information, media and technology skills according to number of years in teaching. The respondents who had one to five and six to 10 years of teaching are proficient along these skills. On the other hand, the respondents with 11 to 15 and 16 years and above in teaching are very proficient The result implies that the respondents who taught for more than 11 years are more literate in using varied sources of information in enhancing their lessons, uses media resources more often and are using technology-aided instructional materials.

For the respondents with one to five years in teaching, six to 10 years and 16 and above years in teaching, the indicator critical thinking and problem solving got the highest means of 3.19 (proficient), 3.37 (very proficient) and 3.58 (very proficient) respectively. This result validates the statement of Gutierrez *et al.* (2015) that problem solving is an instructional approach that has been used successfully over 30 years and continues to gain acceptance in multiple disciplines. The respondents with 11 to 15 years in teaching got the highest mean of 3.73 (very proficient) for the indicator ICT Literacy. One respondent claimed that to acquire ICT skills nowadays is needed.

Table 21 shows the proficiency of respondents along life and career skills according to the number of years in teaching. The respondents with five years and less in teaching are proficient. The respondents with six years and above are very proficient in these skills. The implication of this result is, as teachers grow older in the profession, the more that they learn and are able to apply the needed life and career skills.

For the respondents who taught for five years and less, flexibility and adaptability had the highest mean of 3.40 (very proficient). One respondent explained that as beginning teachers, they need to adjust and be able to adapt to the environment. The respondents with 11 to 15 years in teaching got the highest mean of 3.93 (very proficient) for productivity and accountability. Their experience in the field taught them to become responsible for their actions. For the respondents with six to 10 years of experience and 16 years and above, the highest means are 3.41 (very proficient) and 3.62 (very proficient) under social and cross-cultural skills.

Challenges Met by the Respondents in Meeting the Expectations of the 21st Century Learners

Innovations and enhancement in the manner of doing things in teaching will always have an effect to the person involved. No matter how people will adjust to these changes, there will always be a need for extra efforts in order to achieve desired learning objectives. Because of the demands set by the 21st Century learners, teachers need to adapt to these needs if only to be of help to the learners.

Table 22 shows the challenges met by the respondents as they go with the pace in enhancing their skills based on the needs of the 21st Century.

As gleaned from Table 22, the first challenge is the integration of ICT skills in facilitating one's lesson. Some of the respondents are not yet highly

Table 20. Proficiency of Respondents along Information, Media and Technology Skills According to Number of Years in Teaching

Information, Media and Technology Skills	1-5 YRS.	Desc.	6-10 YRS.	Desc	11-15 YRS.	Desc	16-above	Desc.
Creativity and Innovation	3.12	P	3.26	VP	3.55	VP	3.42	VP
Critical Thinking and Problem Solving	3.19	P	3.37	VP	3.40	VP	3.58	VP
Communication and Collaboration	3.18	P	3.29	VP	3.65	VP	3.45	VP
Information Literacy	3.05	P	3.28	VP	3.60	VP	3.45	VP
Media Literacy	2.90	SP	3.26	VP	3.48	VP	3.10	P
ICT Literacy	3.16	P	3.03	VP	3.73	VP	3.29	VP
Overall Mean	3.10	P	3.24	P	3.56	VP	3.38	VP

Table 21. Proficiency of Respondents along Life and CareerSkills According to Number of Years in Teaching

Life and Career Skills	1-5 YRS.	Desc.	6-10 YRS.	Desc	11-15 YRS.	Desc	16-above	Desc.
Flexibility and Adaptability	3.40	VP	3.40	VP	3.48	VP	3.37	VP
Initiative and Self Direction	3.37	VP	3.40	VP	3.67	VP	3.50	VP
Social and Cross-Cultural Skills	3.18	P	3.41	VP	3.85	VP	3.62	VP
Productivity and Accountability	2.83	P	3.37	VP	3.93	VP	3.37	VP
Leadership and Responsibility	3.10	P	3.40	VP	3.76	VP	3.52	VP
Overall Mean	3.17	P	3.39	VP	3.73	VP	3.47	VP

Table 22.Challenges brought about by the 21st Century Skills

Challenges	No. of Respondents	Rank
Integration of ICT Skills in facilitating lessons/media literacy	7	1
Eliciting students' creativity, critical thinking and problem solving skills	4	2
Slow acquisition of new equipment/lack of facilities/equipment	3	3
Media Literacy	3	3
Diversity of learners/new generation of learners	3	3
Skills in dealing with learners, parents, co-teachers	1	6

literate in the utilization of ICT. Simple applications like power point presentations and movie maker, among others, are used but only limited to these applications. A few are highly literate on the use of media but cannot also fully integrate these in the presentation of their lessons due to lack of equipment.

There are trainings conducted by colleges with regard to the integration of ICT in the presentation of lessons. One respondent mentioned that not all are able to attend these trainings due to time constraints.

Some teachers also reject the idea of training for media literacy because of the old thinking that innovations like ICT, are only for the new generation of teachers. This challenge implies the need to shift one's paradigm in teaching. At this point, to become ICT literate is a must to all teachers, old and new.

The second challenge is how to elicit students' creativity, critical thinking and problem solving skills. These is the focus of one of the subjects being taken by education students – Facilitating Learning. As Lucas and Corpuz (2013) emphasized that the teacher is a facilitator of learning. As catalyst of learning, one's presence inside the classroom ought to add flavor, vigor, light and life. It is in

the hands of the teacher whether the enhancement of learner's skills, creativity, critical thinking and problem solving skills are maximized to the fullest. The implication of this result is on how to update the techniques and strategies of teachers to enhance capabilities of learners.

The third challenge is the slow acquisition of new equipment/lack of facilities/equipment. Technology in education according to Jonassen *et al*. (1999), is the application of technology to any of those processes involved in operating the institutions which house the educational enterprise. It includes the application of technology to food, health, finance, scheduling, grade, reporting, and other processes which support education within institutions. Even if teachers are willing to undergo the rigorous training of ICT if there are no or there is only few equipment to be used, these trainings will be forgotten. Examples of educational media are books, magazines, newspapers, radio, television and Internet. Technology integration will not be successful. Technology integration means using, learning technologies to introduce, reinforce, supplement and extend skills (Williams, 2000).

Ranked fourth is diversity of learners/new generation of learners. Teachers are not given the privilege to choose their students. As they enter their respective classrooms, they are expected to deal with each learner in the same manner, without discriminating or marginalizing anyone. The problem posed in this challenge is the adjustment that a teacher will have to do to be able to practice equality and equity amidst a diverse class. Corpuz and Salandanan (2013) stressed that one cause of disciplinary problems of teachers are student's varied background. "The students bring to the classroom a surprising record of individual attitudes, interests and abilities." Because they differ from each other, varied abilities pose a challenge. Many differ in expressing self-control, patience and temper when challenged. Some may come with special interests and cases that must be given attention. Others may have personal problems that would need immediate solution. With this, it takes a seasoned teacher to be able to cope with the demands. In reality, old or new, teachers are always expected to be able to find ways on how to adjust to these situations.

The fifth challenge is on how to deal with learners, parents and fellow teachers. Talking or having conference with parents could also be stressful, especially if parents are not really cooperative but demanding. In the Code of Ethics for Professional Teachers, Article IX – The Teacher and Parents Section 1. A parent shall establish and maintain cordial relations with parents, and shall conduct himself to merit their confidence and respect. This implies that teachers, no matter what the circumstance is, shall maintain cordial relations with parents.

Regarding the teacher's relationship with co-teachers, Section 1 of the Code of Ethics for teachers mention: Teachers shall, at all times, be imbued with the spirit of professional loyalty, mutual confidence, and faith in one another, self-sacrifice for the common good, and full cooperation with colleagues…"One respondent said, "there are a lot of times when co-teachers do not act as teachers…", some are selfish and would not like to share new skills and knowledge especially those who were trained in ICT".

CONCLUSIONS AND RECOMMENDATIONS

In the light of the findings of the study, the following conclusions are derived. The faculty are very proficient in their learning and innovation, information, media and technology skills as well as with their life and career skills. The males are very proficient in critical thinking and problem-solving skills while the females are very proficient in social and socio-cultural skills. The faculty with 1-5 years in teaching are very proficient in initiative and self-direction; those with 6–10 years in teaching are very proficient in social and cross-cultural skills; those with 11-15 years in teaching are very proficient in productivity and accountability and those with 16 and above years in teaching are very proficient in social and cross-cultural skills. The greatest challenge that the respondents face in regard the 21st century skills is the integration of ICT in facilitating their lessons.

Below are the recommendations based from the findings of this research.

The College may plan for a continuing in-service trainings on learning and innovation, ICT skills and life and career skills to ensure that teachers are updated with the latest trends and issues along these skills.

The College may conduct training needs assessment on ICT and Media Literacy Skills to specifically identify the areas needing improvement.

A workshop on media Literacy, specifically on how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors may be given a priority consideration among the training of the other skills.

Come up with a follow-up research on the 21st century skills of faculty with focus on the assessment of students .of their respective teachers.

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