

Honing the 21st century characteristics of lecturers in the Faculty of Education for effective job performance

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ABSTRACT

Teachers all over the world are now facing the challenges of the 21st century education as they face the 21st century learners. To cope up with the demands of the 21st century education, teachers, most especially teachers in the Colleges of Education, need to possess the 21st century characteristics. This study was conducted to assess the extent of the acquisition of the different 21st century characteristics of an educator among the faculty members of the College of Education of Bulacan State University and eventually proposed an enhancement program for the teachers. The respondents of the study were the thirty-one faculty members with teaching load during the short term classes of academic year 2015-2016. Questionnaire was the principal instrument used in this study to measure extent of acquisition of the 21st century characteristics of an educator. Quantitative method of research was employed and frequency, percentage and weighted mean were the statistics used in the study. The result of the study indicates that the respondents acquired the different 21st century characteristics of an educator to the large extent. In the light of the foregoing results, conclusions and recommendations were suggested: the school as envisioned being a recognized leader of excellence in instruction the suggested enhancement/intervention program for the faculty members may be adapted to address the needs of the 21st century education; as the teachers continue to develop their potentials and skills in line with the needs of the 21st century education the school administrators also need to update themselves; and full supports from the administrators are needed most especially in the development and construction of different needed 21st century education laboratories.

Keywords: 21st century educators, acquisition, characteristics, honing.

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INTRODUCTION

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. These skills have always been important for students, though, they are particularly important in our information-based economy. To hold information-age jobs, students also need to think deeply about issues, solve problems creatively, work in teams, communicate clearly in many media, learn ever-changing technologies, and deal with a flood of information. The Thoughtful Learning states that the rapid changes in our world require students to be flexible, to take the initiative and lead when necessary, and to produce something new and useful. (k12.thoughtfullearning, 2016).

The 21st century teachers gaze accelerative to the

future. This teacher needs to be aware of the different trends in technology, teaching styles, trends and issues in education and are in line with what the future may bring to education. A good 21st century teacher is aware of the career opportunities that will be in the coming years for their students, and are always advocating towards advance thinking and planning to ensure all students will not be left behind. Lastly, the 21st century educator must use teaching strategies to ensure that the focus in education is on preparing today's children for the future of where they will live and where they will work, not for our current world (Cox, 2015).

To cope with the demands of the 21st century education, the teachers, most especially teachers in the

College of Education, need to possess the 21st century characteristics. From the above postulation, this study was conducted to assess the extent of the acquisition of the 21st century characteristics of an educator among the faculty of the College of Education at Bulacan State University.

The results of the study may be used to improve the training programs of the teachers, curricular enhancement and to make reforms in the teaching-learning process. This study answered the following questions:

1. What is the profile of the faculty members under the College of Education in Bulacan State University?
2. To what extent do the faculty possesses the 21st century characteristics of an educator?
3. Based on the results of the study, what intervention program can be proposed?

RESEARCH MODEL

The study follows the framework in Figure 1 and using statistical analysis, an intervention program was proposed.

The researcher used both the quantitative and qualitative methods of research to assess the extent of the acquisition of the 21st century characteristics of an educator among the faculty of the College of Education at Bulacan State University.

A questionnaire was the principal instrument used in this study. The questionnaire of Borabo (2015) was adopted by the researcher.

To ensure 100% retrieval of the questionnaire and for the interview purposes, the researcher personally administered and retrieved the questionnaire and for the conduct of formal and informal interview, as well as the observation.

The population of the study consisted of the thirty-one (31) of the faculty members under the College of Education of Bulacan State University regardless of their professional rank and status of appointment whether in permanent or part-time basis. This study was conducted during the short term period (June-July) of academic year 2015-2016.

Frequency, percentage and weighted mean were the statistics used in this study.

RESULTS AND DISCUSSION

This part presents the significant findings of the study based from the statement of the problem presented:

1. What is the profile of the faculty members under the College of Education in Bulacan State University?
2. To what extent do the faculty possesses the 21st

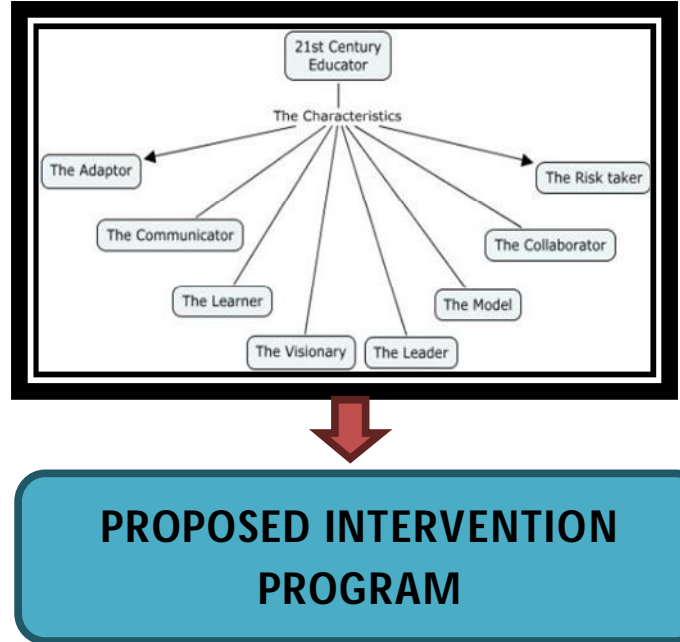


Figure 1. The conceptual framework of the study (Source: Educational Origami - Wikispaces).

- century characteristics of an educator?
3. Based on the results of the study, what intervention program can be proposed?

Personal characteristics of the faculty members/respondents

Table 1 shows the characteristics of the faculty respondents in terms of gender, age, civil status and highest educational attainment. The demographic profile of the teachers was included in the study to establish their credibility as the principal respondents of this study.

As gleaned on Table 1, the faculty members of the College of Education of Bulacan State University are dominated by female comprising the 54.80% of the respondents compared to 45.20% of male faculty members. In terms of age, 22.60% of them belong to the age bracket of 56 to 60 or near to the retirement age while the young generation of teachers from age bracket of 20 to 25 represents the 3.20% of the total respondents. Majority of the respondents were married represented by the 67.74% of the total respondents and the least number of respondents comes from the group of separated and widowed represented by 3.23% are respectively. Lastly, the 32.30% of the respondents are doctorate degree holder and there is only 3.20% with Bachelor’s degree.

The results further reveal that the teaching force are qualified to teach at the tertiary level since they are at least Masters graduates and had enough years of experience considering their age.

Table 1. Personal characteristics of the faculty.

Variable	Frequency	Percentage
Gender		
Male	14	45.20
Female	17	54.80
Total	31	100.00
Age		
61-65	2	6.50
56-60	7	22.60
51-55	5	16.10
46-50	2	6.50
41-45	6	19.40
36-40	3	9.70
31-35	3	9.70
26-30	2	6.50
20-25	1	3.20
Total	31	100.00
Civil status		
Single	8	25.80
Married	21	67.74
Separated	1	3.23
Widowed	1	3.23
Total	31	100.00
Highest educational attainment		
Bachelor's Degree	1	3.20
With M.A. units	5	16.10
With M.A. degree	6	19.40
With Doctorate units	9	29.00
With Doctorate Degree	10	32.30
Total	31	100.00

The 21st century characteristics of the faculty

This part shows the extent of acquisition of the 21st century characteristics of educators among the College of Education Faculty members of Bulacan State University. The 21st century characteristics of an educator are: the adaptor; the communicator; the learner; the visionary; the leader; the model; the collaborator; and the risk taker. The 21st century characteristics of an educator are: the adaptor; the communicator; the learner; the visionary; the leader; the model; the collaborator; and the risk taker. The result of the study is interpreted using the following scale of: 1.0 to 1.49 to a least extent; 1.5 to 2.49 to a moderate extent; 2.5 to 3.49 to a large extent; and 3.5 to 4.0 to very large extent (Table 2).

Among the different indicators of the characteristics of the 21st century educators being a collaborator got the highest mean of 3.64 with a standard deviation of 0.38 and interpreted to very large extent. It means that the

faculty members of the College of Education of Bulacan State University possess the characteristics of a good collaborator. Being a collaborator means that the teacher works harmoniously with others, listens and gives suggestions when necessary, engages and participates in the discussions and respects the differences of opinions. In addition, the faculty members of the College of Education demonstrate ability to work as a team.

The results of the study further reveals that the faculty members of the College of Education, used the different characteristics of the 21st century educators to the large extent as shown in the computed weighted mean of 3.59 SD=0.43 (the adaptor), 3.59 SD=0.43 (the model), 3.54 SD=0.39 (the risk taker), 3.53 SD=0.40 (the communicator), 3.52 SD=0.39 (the learner), 3.51 SD=0.46 (the leader), and 3.50 SD=0.46 (the visionary). The weighted mean of 3.55 and standard deviation of 0.33 indicates that the faculty respondents acquired the 21st century characteristics of an educator to the very large extent.

From the above results, it shows that these faculty members are 21st Century Educators. The results of the study further convey that these identified faculty members are ready to face the 21st century learners. Today, the teaching process is not the same, for many information are now available ready to access and for the students to download. The 21st century learners will challenge the teacher to learn and adapt and be engaged with these characteristics.

Suggested enhancement/intervention program

The study shows a positive outcome, that the teachers are equipped with 21st century characteristics of an educator the researcher believes that there are still rooms for better improvement. In the light of the foregoing results of the study the following intervention/enhancement program are suggested.

Table 3 shows the suggested enhancement/intervention program for the faculty members. Since the results of the study indicate that being a collaborator got the highest mean among the different characteristics of the 21st century educators, it is suggested to have a build capacity or also known as capacity building program to further enhance the different characteristics of a 21st century educators.

On the other hand, although the results of the study further reveal that the faculty members used the other characteristics of a 21st century educators to the large extent, still the last three characteristics in the ranking are the learner, the leader, and the visionary. In the area of being the learner the Intensive Teacher Professional Development Program that focus on the 21st Century Instruction and the Seminars and Trainings on the Integration of 21st Century Skills into Teaching Standards are being suggested. These activities will help the faculty members to design their lessons and to prepare different

Table 2. Extent of acquisition of the 21st century characteristics of educator.

21 st century skills	\bar{x}	SD	Verbal interpretation
The Risk Taker	3.54	0.39	Very large extent
The Collaborator	3.64	0.38	Very large extent
The Model	3.59	0.43	Very large extent
The Leader	3.51	0.46	Very large extent
The Visionary	3.50	0.46	Very large extent
The Learner	3.52	0.39	Very large extent
The Communicator	3.53	0.40	Very large extent
The Adaptor	3.59	0.43	Very large extent
Weighted mean	3.55	0.33	Very large extent

Table 3. Suggested enhancement/intervention program for the faculty members.

Suggested/enhancement program	intervention	Objective/s	Expected outcome
Intensive Teacher Development Program that Focus on the 21 st Century Instruction	Professional Focus on the	To help the educators integrate critical thinking and communication in the different learning areas and instruction.	Different Instructional Materials (Modules, Books, etc.) focused on the 21 st Century Instruction
Build capacity		To create an environment of differentiated professional learning, risk taking, and collaborative relationships among faculty and administrators.	Team Building Activities that enhances the 21 st Century Characteristics of an Educators
Engage the college of education for 21st century skills leadership training		To develop faculty members for the leadership of state colleges of education that addresses 21st century skills.	Faculty and College of Education Development Plan that address the needs of the 21 st Century Education
Seminars and Trainings on the Integration of 21st century skills into teaching standards		To develop the skills on how to integrate 21st century skills into teaching standards to ensure that teachers are able to teach and assess critical thinking and problem solving skills.	Course Syllabi aligned to the 21 st Century Education
Invest in ICT (information communications technologies)	(information)	To equip the teachers in the skills on how to use and integrate ICT in the classroom.	State of the Art ICT Facilities for faculty and students

instructional materials aligned to the 21st Century Skills of education. Furthermore, the output of these activities will lessen the burden of the teachers in preparing different instructional materials for their subjects or learning areas because they can use the output of these activities.

Being the leader was also used to measure. The result has shown a mean of 3.51 and interpreted to use in large extent. In this area, the engagement of the College of Education for 21st century Skills Leadership Training is hereby suggested. This activity aims to equip the faculty members with the different 21st century leadership skills. Since the faculty was also assigned to the different leadership position in the college, it is necessary that they need to undergo such kind of training.

Being visionary means that teacher must see the potential in the emerging tools and web-technologies

grasp these and manipulate them to serve their needs. The visionary teacher can look at others ideas and envisage how they would use these in their class. The visionary also looks across the disciplines and through the curricula. They can make links that reinforce and value learning in other areas, and leverage other fields to reinforce their own teaching and the learning of their students (Beach et al., 2009). In this characteristic, the Invest in ICT (information communications technologies) is hereby suggested, this project aims to equip the teachers in the skills on how to use and integrate ICT in the classroom. The output State of the Art ICT Facilities for faculty and students will help the both the teachers and the students to enhance their ICT capabilities.

Twenty-first century skills suggested professional development above supports teachers and administrators

as they incorporate 21st century skills into their schools and classrooms. All these professional development efforts should exist as part of an aligned system of teaching and learning that includes 21st century skills standards, curriculum, instruction and assessments to be more successful.

CONCLUSIONS

In light of the foregoing results of the study the following conclusions were drawn: (1) that, the faculty members of the College of Education of Bulacan State University are dominated by female belong to the age bracket of 56 to 60, married and dominated of doctorate degree holder; (2) that, the teachers of College of Education of Bulacan State University used the identified eight characteristics of the 21st century educators to the large extent; and (3) based from the results of the study different 21st century skills professional development were suggested.

The following recommendations were suggested to address the results and conclusions of this study: (1) the Bulacan State University as envisioned being a recognized leader of excellence in instruction the suggested enhancement/intervention program for the faculty members may be adapted to address the needs of the 21st century education; (2) as the teachers continue to develop their potentials and skills in line with the needs of the 21st century education the school administrators also need to update themselves; and (3) full supports from the administrators are needed most especially in the development and construction of different needed 21st century education laboratories.

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