



Readiness of Benguet State University Pre-service Teachers in the 21st Century Teaching Environment

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Abstract

This study looked into the Benguet State University pre-service teachers' readiness in the 21st century teaching environment as evaluated by their respective Cooperating Teachers during their off-campus student teaching. It is a descriptive quantitative study conducted in Baguio and Benguet with 130 teacher-respondents from 14 Cooperating Schools of BSU College of Teacher Education. Based on the concept of eight 21st century skills, the cooperating teachers observed and evaluated the pre-service teachers as very good adaptors because of their ability to be flexible in teaching and learning at the same time; visionaries because they are open to suggestions and criticisms; collaborators because they have the skills in facilitating curricular instructions with the aid of technology, and risk takers as they accept criticisms to enhance instruction. On the other hand, the pre-service teachers need enhancements in the other skills like learning, communicating, role modeling and leading. The challenges faced by the cooperating teachers in guiding the pre-service teachers are: mentoring on ICT utilization, improvement of communication skills, lack of time for one-on-one coaching, the inability of pre-service teachers to meet the deadline of requirements, and the missing of reminders to instructions given to them by the cooperating teachers.

KEYWORDS

readiness
21st century skills
21st century learning environment

Introduction

With the ever-changing and inevitable needs of the time, schools have relatively changed and so with the role of teachers. The increasing need to be digital, for example, is very pressing. These changes pertain to the various roles that the teachers of today are expected to perform. As mentioned by Corpuz (2014), teachers need "to remain relevant and interesting by possessing the 21st century skills." This way, we can see the transformation of the traditional teachers as they utilize technology to cope with the demands of

the 21st century learners. The world is rapidly becoming a different place, and the challenges to individuals and societies imposed by globalization and modernization are widely acknowledged. Perhaps the most challenging dilemma for educators in the 21st century is that routine, rule-based knowledge, which is easiest to teach and to test, is also easiest to digitize, automate and outsource (Schleicher, 2012). Ocampo (2015) stated in an International Convention for Pre-Service Teachers that, at this point in time, teachers need to possess the 21st century skills in order to become an ideal K to 12 Teacher. This is

where Teacher Education institutions will come in. How will they train and teach the pre-service teachers to become an ideal K to 12 teachers? Habulan (2016), in her article on Reinventing Teacher Education for the Millennials, asserts that the existing system of educator preparation falls short in developing teachers with the skills needed to prepare their students to be successful in the 21st century. Llagas et al. (2016) mentioned that the “teaching of millennials must, therefore, be focused on the 21st century skills. This begins with the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. Within the context of core knowledge instruction, students must also learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication and collaboration.” These teaching skills include the following: facilitating and inspiring student learning and creativity; maximizing the potential of their students’ learning experiences; using multiple modalities to facilitate learning; joining and taking active part in learning teams; using digital and/or mobile technology to improve and encourage student engagement and achievement; working with their students to co-create new learning opportunities; be lifelong learners; being global educators, and; working with policy leaders as change agents. These skills are increasingly being recognized as the gold standard for student abilities, and requirements to meet the demands for success in work and life (Binkley et al., 2012). In addition, 21st century teacher skills include ability to create learning activities that demonstrate three levels of interaction: Teacher to student, student to content, and student to student interaction; processing skills; and questioning skills. With these expectations, are Teacher Education Institutions (TEIs) able to prepare the pre-service teachers of the skills as enumerated?

To cater to the needs and demands of the 21st century learners, Department of Education (DepEd) Order No. 42, s. 2017, adopted and implemented the Philippine Professional Standards for Teachers (PPST) that sets clear teachers’ expectations along well-defined career stages. In the same manner, the standards allow for teachers’ understanding, making teaching and learning more engaging as an application of real situations in the classroom is considered. The standards characterize the 21st century teachers as lifelong learners who possess functional and

multiliterate skills. The competencies as listed in the PPST are the bases of TEIs in crafting the Teacher Education Curriculum; that is why all pre-service teachers are expected to have been trained along the competencies and are assumed to be ready to teach when they take their student teaching.

The objectives of the study are to identify the level of readiness of the pre-service teachers of the skills as observed and evaluated by their cooperating teachers during their pre-service off-campus teaching according to the following skills: as an Adaptor, Visionary, Collaborator, Risk Taker, Learner, Communicator, Model, and Leader. The study also aims to identify the challenges faced by the cooperating teachers while mentoring the pre-service teachers during their off campus student teaching.

Conceptual Framework

This study is anchored on the theory of Eight Habits of Highly Effective 21st Century Teachers by Andrew Churches as cited in the book Special Topics in Education by Lucido et al. (2012). Churches (2012) passionately believes that to prepare the pre-service students for the future, TEIs must prepare them for change, teach them to question and think, adapt and modify, and sift and sort. He added that 21st century teachers should have these eight skills to be highly effective: adaptive, being visionary, collaborating, taking risks, learning, communicating, modeling behavior, and leading. Baylongo et al. (2012) enumerates almost the same traits which constitute the new breed of educators: adapter, visionary, communicators, ICT skilled, collaborator, and risk-taker.

Adapting the abovementioned authors’ constructs of a 21st century educator in this study, the cooperating teachers observed and evaluated the pre-service teachers along eight traits. As an adaptor, the 21st century educator must be able to adapt the new curriculum and requirements in his/her teaching. One must be able to adapt software and hardware tools for a more dynamic teaching experience. As a visionary, the Teacher is an open-minded person, imaginative and curious, open to others’ ideas, and could handle how to relate these in their class. One must link different ideas to reinforce and value learning. As a collaborator, teachers must encourage group efforts across networks and learn by influence. One must be familiar with today’s trends in



technologies and can incorporate them in his/her teaching experiences to enhance and captivate learners. On the other hand, teachers must also strive to enhance students' critical thinking and problem-solving skills. There is so much to learn where a 21st century teacher must be brave to push through with plans and sometimes surrender oneself to student's knowledge. One should trust his/her students and let them learn by teaching each other that is why a teacher is also a risk-taker. As a learner, a 21st century educator must be one who should not stop absorbing and continue accessing and analyzing information. A teacher must continue to absorb experiences and knowledge. One must learn and change as the horizon of knowledge constantly widens. The 21st century teachers are effective in exchanging ideas orally. They are fluent in tools and technologies that enable them to properly communicate and collaborate with the students so teachers are also good communicators. As a model, modern teachers must directly showcase the behaviors that are expected from the students. They directly showcase professionalism and behave as a good exemplar to all. It means that today's students are now immersed in the 21st century media culture and they work well in the presence and use of these advanced tools in learning. Teachers are called digital immigrants, as they are new to this kind of culture and they are still adapting and adjusting to these innovations to fit them into their students and society's standard (Lucido & Corpuz, 2012). As a leader, a 21st century teacher is a guide for he/she has his/her own initiative for igniting student's interest in learning especially by using the process of ICT integration. Learning projects using these technologies needs crucial leadership.

Parcasio (2016) studied the 21st Century Skills of a Faculty of a Teacher Education Institution in Benguet and identified several challenges faced by the faculty. The first challenge is the integration of ICT skills in facilitating one's lesson. While there are trainings conducted by colleges, one respondent mentioned, "Not all can attend these trainings due to time constraints." The second challenge is how to elicit students' creativity, critical thinking and problem-solving skills. These are the focus of the subjects being taken by education students in the various professional education courses offered by the Teacher Education program. The third challenge is the slow acquisition of new equipment, or lack of facilities/equipment. Even if teachers are willing to undergo the rigorous training of ICT if there are no or only a

few equipment to be used, these trainings will be forgotten. The fourth challenge is the diversity and new generation of learners. Learners differ in their gender, ethnicity, religion, language, multiple intelligences and learning styles. In a book on Principles of Teaching 1 by Corpuz and Salandanan (2003), one cause of disciplinary problems of teachers are students' 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, in expressing ideas, dealing with classmates, in making outputs, among others, when challenged. Some may come with special interests and cases that must be given attention. The last challenge is how to deal with learners, parents and fellow teachers. Individuals are born with and develop their own capabilities and talents (Lucas & Corpuz, 2013). Educators need to help the students examine their learning preferences and expand or modify them, if necessary.

Serrana (2015), in her lecture during the Philippine Association of Pre-service Teachers, mentioned, "Preparing students to succeed in a globalized, technology-driven, knowledge-based world is an ongoing concern of teachers and school leaders in all countries. The challenge is to upgrade the skills of the country's human resources and align these skills to the requirements of the 21st century." Accordingly, building a cadre of school-based teacher-leaders, rather than running one-size fits all training programs, can support development of teachers in their professional practice and fast track implementation of the education reform. In this way, teacher leadership offers the promise of sustained change and improvement to complement other policy efforts and school-based initiatives, especially in a reform-driven education environment.

With the implementation of the K to 12 Curriculum and the emerging need to be at par with international standards given the challenges of 21st century learners and teaching environment, TEIs need to lead in addressing the challenges of the time. Pedagogical leaders should actively design the school curriculum and set the learning goals to guarantee that schools can produce efficient and effective teachers (Serrana, 2015).



This study is important in its attempt to evaluate the pre-service teachers' readiness of the needed 21st century skills to become an efficient and effective teacher in the classroom considering the pro-active learners of the present times. This study will guide the curriculum planners in identifying the areas that need to be strengthened in the Teacher Education Curriculum to equip the pre-service teachers with the necessary training on teaching skills as contained in the Philippine Professional Standards for Teachers. This study will also serve as a guide to CTE faculty members in designing their respective course plans and the exposures and trainings that they will provide to their pre-service teachers so that these pre-service teachers will be ready to face the challenges of the 21st century teaching environment.

Methodology

This study used descriptive quantitative research design supplemented with informal interviews with selected cooperating and pre-service teachers. This design is used to obtain information concerning the status of the

phenomena to describe, "what exists" with respect to variables or conditions in a situation.

The study was conducted at Baguio and Benguet, with the 14 Cooperating Schools of BSU College of Teacher Education of the Bachelor of Secondary Education (BSE) students (SY 2017 - 2018) as respondents (Table 1). The respondents with at least three years of teaching experience and above were chosen. The instrument used is an adopted questionnaire based on Andrew Churches' Eight Habits of Highly Effective 21st Century Teachers. The same instrument was utilized by a research conducted by Lopez et al. (2016) titled, "Adaptability of Student Teachers in the 21st Century Teaching Environment." The instrument is comprised of 36 items evaluated by the cooperating teacher-respondents using four-point scale where 1 needs improvement and 4 is excellent. Data were gathered through the administration of questionnaires to the 130 cooperating teachers four weeks after the pre-service teachers were deployed in the cooperating schools during their off-campus teaching. By this time, the BSE students are already adjusted to the school environment, and the cooperating teachers, more or less, are also able to evaluate the skills of the students.

Table 1

List of Cooperating Schools where the Study was Conducted

Name of Cooperating Schools	No. of cooperating teacher-respondents
1. Bangao National High School	8
2. Benguet National High School – Main	20
3. Camp 30 National High School	8
4. Evelio Javier Memorial National High School	8
5. Guinaoang National High School	8
6. La Trinidad National High School	8
7. Lepanto National High School – Main	9
8. Loo National High School	8
9. Magsaysay National High School	9
10. Mankayan National High School	9
11. Tuba Central National High School	8
12. Tuba National High School – Nangalisan	8
13. Twin Peaks National High School	9
14. Pines City National High School, Baguio City	10
Total No. of respondents	130



Descriptive statistics were used to analyze the data.

To quantify the responses of the respondents on the level of readiness of the pre-service teachers of the 21st century teaching environment, the 4-point scale were used:

Numerical Rating	Descriptive Rating	Weighted Mean Ranges
4	Excellent	3.25 - 4.00
3	Very Good	2.50 – 3.24
2	Good	1.75 – 2.49
1	Needs Improvement	1.00 – 1.74

For the qualitative part, informal interviews were conducted to 15 selected cooperating teachers and 16 BSE pre-service teachers to validate the data from the survey questionnaires.

Results and Discussion

Readiness of the Pre-service Teachers in Each of the Eight Habits of an Effective 21st Century Teacher

Teacher as an Adaptor

The Teacher as an Adaptor is the Teacher’s ability to adjust to the current curriculum. The Teacher is an adaptor if he or she uses appropriate tools and strategies, including the

integration of software and hardware tools for learning. He/she injects life into subject matter by using technology – he/she bridges the classroom and hi-tech world of students (Corpuz, 2017). Table 2 shows that the pre-service teachers were perceived to be very flexible, as shown by the overall mean. Regardless of the challenges faced in practice teaching, they can cope. They can adapt to the environment and possess the initiative of producing audio-visual materials that are helpful to the methods and strategies they are applying in presenting their lessons. Examples of audio-visual materials that are used are video clips. They play these recorded songs in their cell phones and television. One respondent teacher said the most used equipment are the television and LCD projector. A pre-service teacher confirmed this statement by mentioning, “There are a lot of suited movies that can be availed and the students like it very much when they watch movies once in a while.” The ability to maintain students’ engagement in learning is evident because they are concentrated while watching movies. Microsoft Office, Adobe Reader, and Google Chrome are being used to make the content of the lessons accurate and updated. Hardware like laptop /personal computers and desktops are used in preparing their lessons. This result corroborates the findings of Sicat (2014) who stressed that teachers have gone far in their manner of teaching. There has been a transformation to a high technology classroom wired in audio-visual devices, internet technology, and appropriate spots from the traditional chalk and talk strategy.

Table 2

Perceived Level of Readiness of BSU Pre-Service Teachers, The Teacher as an Adaptor

Criteria	WM	DESC
1. Uses appropriate teaching strategies with audio-visual materials to enhance learning.	2.59	VG
2. Adapts software and hardware designed for learning tools.	2.50	VG
3. Adapt different teaching styles to be inclusive in different modes of learning.	2.55	VG
4. Delivers accurate and updated content knowledge using appropriate methodologies, approaches and strategies.	2.59	VG
5. Uses integration of language, literacy, numeracy skills and values in teaching.	2.53	VG
MEAN	2.55	VG

Legend:	Descriptive Rating	Weighted Mean Ranges
	Excellent	3.25 – 4.00
	Very Good	2.50 – 3.24
	Good	1.75 – 2.49
	Needs Improvement	1.00 – 1.74



Teacher as a Visionary

As a visionary, the pre-service teachers are expected to be open-minded. The ability to accept other ideas from colleagues and learners is shown in Table 3. The cooperating teachers generally observed that the pre-service teachers are visionaries. During classes, the pre-service teachers are non-judgmental and treat everyone fairly. Also, varied techniques to engage the learners are practiced. One pre-service teacher shared, "before I begin my lesson, I check if everyone is doing well". Another said, "I see to it that all will participate in the activities prepared for the class. In that way, everyone is given a chance to be part of the outputs". The data imply that the CTE BSE students of BSU are trained on how they will handle their classes professionally. The diverse needs of their learners are being addressed.

Teacher as a Collaborator

The Teacher as a Collaborator shows the skills in facilitating curricular instructions with the aid of technologies and modern gadgets. This skill shows the teacher's ability to motivate the learners by utilizing various strategies and tools at the same time can work with others to enhance the teaching-learning experience inside the classroom. As shown in Table 4, the pre-service teachers can work with any person, whether learners or co-teachers. Participation in community activities is very evident, and whatever learning is gained outside is applied in teaching. The cooperating teachers agreed that, indeed, the pre-service teachers have a sense of volunteerism. One teacher-respondent explained, "I like the initiatives shown by your students in terms of cooperation. In one of the PTA meetings, they volunteered to do the

Table 3

Perceived Level of Readiness of BSU Pre-Service Teachers, The Teacher as an Adaptor

Criteria	WM	DESC
1. Accepts other ideas from other students and is open-minded.	2.89	VG
2. Encourages student participation in class through different ways.	2.75	VG
3. Demonstrates awareness of students' health/special needs.	2.66	VG
4. Facilitate in synthesizing the most relevant ideas in the class.	2.63	VG
5. Encourages open and non-judgmental discussions with the students	2.50	VG
MEAN	2.69	VG

Table 4

Perceived Level of Readiness of BSU Pre-Service Teachers, The Teacher as a Collaborator

Criteria	WM	DESC
1. Works harmoniously with students and other interns	2.65	VG
2. Uses collaboration tools to enhance and motivate learners	2.39	G
3. Uses school and community resources to enrich instruction.	2.25	G
4. Participates in community activities that promote learning	2.80	VG
5. Encourages students to apply classroom learning in the community.	2.69	VG
MEAN	2.56	VG

Legend:	Descriptive Rating	Weighted Mean Ranges
	Excellent	3.25 – 4.00
	Very Good	2.50 – 3.24
	Good	1.75 – 2.49
	Needs Improvement	1.00 – 1.74



registration of participants. They also helped in the distribution of notes and the cleaning of the venue after the meeting.”

On the other hand, there is a need to increase the collaboration tools/instruments to engage the learners more in teaching lessons. The cooperating teachers mentioned that though the pre-service teachers are resourceful, they believe that it is not sufficient to motivate the learners fully during discussions. As Dayagbil et al. (2012) said, a teacher should be proficient in finding and managing resources, using the internet, publishing on the web, connecting with colleagues, students, peers, and global communities to ensure a well-engaged class.

Teacher as a Risk Taker

The Teacher as a risk taker includes how teachers try new ways in teaching. It will measure how they accept criticisms to enhance instruction, and at the same time, how they answer students’ queries. Table 5 shows that the pre-service teachers are risk-takers, willing to listen to suggestions from varied types of learners. They are also willing to take suggestions from their cooperating teachers. Inside the classroom, the student teachers practice thought-provoking questions to enhance their students’ higher order thinking skills. The only indicator of needing more application is the initiation of reinforcement activities. One limitation of the pre-service teachers is their very little time to stay in their off-campus sites, leaving them less time to do reinforcement activities. The cooperating teachers

validated this observation when they unanimously said, “the limited time to finish their student teaching is very short and, we cannot mentor them longer so that the giving of reinforcement activities will improve. By the time they have adjusted, and we have the spare time to teach them, the semester is over”. On the overall observation, the pre-service teachers are very good risk-takers. Varied approaches and techniques are employed in teaching. As risk-takers, the teachers surrender themselves to students’ knowledge (Dayagbil et al., 2012), providing them varied experiences. What counts today are the versatilists who are able to apply depth of skill to progressively widening scope of situations and experiences, gaining new competencies, building relationships, and assuming new roles. They are capable of constantly adapting and constantly learning and growing, of positioning themselves and repositioning themselves in a fast changing world.

Teacher as a Learner

The Teacher as a Learner shows the continuity of the Teacher’s longing for continuous learning. This habit is also the Teacher’s willingness to be updated on current trends and issues about education. Table 6 presents how updated the pre-service teachers are with the current trends and issues in education. They are well updated because BSU-CTE teachers expose them to such information in their Professional education classes. However, a need to improve on involvement in professional activities, attendance in committee meetings, and utilization of self-

Table 5		
<i>Perceived Level of Readiness of BSU Pre-Service Teachers, The Teacher as a Risk Taker</i>		
Criteria	WM	DESC
1. Accepts suggestions and answers questions thoroughly.	2.54	VG
2. Encourages students to demonstrate pride and quality in their work and motivates them to set goals.	2.50	VG
3. Asks higher order thinking questions to develop such skill.	2.65	VG
4. Initiates reinforcement activities when necessary.	2.35	G
MEAN	2.51	VG
Legend:	Descriptive Rating	Weighted Mean Ranges
	Excellent	3.25 – 4.00
	Very Good	2.50 – 3.24
	Good	1.75 – 2.49
	Needs Improvement	1.00 – 1.74



assessment is only described as good because, as pre-service teachers, they do not have professional organizations yet. They are not yet directly involved in meetings related to curriculum enhancement and do not yet thoroughly practice self-assessment. That is why, while they are still students, emphasis is put on knowing by heart the Code of Ethics for Professional Teachers (1997). Specifically, in Article IV – The Teacher and the Profession section 3 states that:

“Every teacher shall participate in the continuing professional education (CPE) program of the Professional Regulation Commission, and shall pursue such other studies as well as to improve his/her efficiency, enhance the prestige of the profession, and strengthen one’s competence, virtues, and productivity in order to be nationally and internationally competitive.”

Generally, the data implies that CTE needs to strengthen the pre-service teachers’ exposure to the teaching profession by looking for

undergraduate organizations for teachers where they will be involved in professional growth activities. As per record of the BSU-CTE, there are only two national organizations where the pre-service teachers are exposed: the Philippine Association of Pre-Service Teachers, Incorporated (PAPSET), and the Philippine Association for Teachers and Educators (PAFTE). These organizations have activities for pre-service teachers annually, like Students’ Congress and a National Convention.

Teacher as a Communicator

The Teacher as a Communicator, is a teacher who exhibits different criteria in teaching, such as having good grammar, proper diction, ability to explain the lesson clearly and fluently, and ability to focus students’ attention, having personal qualities like the quality of voice and mannerism and gestures. As shown in Table 7, generally, pre-service teachers need to improve their communication skills. They are able to motivate the

Table 6

Perceived Level of Readiness of BSU Pre-Service Teachers, The Teacher as a Learner

Criteria	WM	DESC
1. Well updated of the current trends in education.	2.50	VG
2. Involves in professional growth activities.	2.21	G
3. Attends committee meetings and other sessions relative to curriculum and instructional activities.	2.21	G
4. Uses self-assessment to enhance strength and correct weaknesses.	2.25	G
MEAN	2.29	G

Table 7

Perceived Level of Readiness of BSU Pre-Service Teachers, The Teacher as a Communicator

Criteria	WM	DESC
1. Exhibits good grammar and proper diction.	2.20	G
2. Explains the lessons clearly and fluently in the medium of instruction used.	2.25	G
3. Has the ability to focus student’s attention on the lesson.	2.50	VG
4. Has a clear and modulated voice.	2.69	VG
5. Free from mannerisms and gestures.	2.69	VG
MEAN	2.47	G

Legend: Descriptive Rating Weighted Mean Ranges

Excellent 3.25 – 4.00

Very Good 2.50 – 3.24

Good 1.75 – 2.49

Needs Improvement 1.00 – 1.74



students to listen to them with their modulated voice and with no distractive mannerisms and gestures. However, maintaining good grammar and diction needs improvement and fluency in using their medium of instruction. As one teacher-respondent commented, “my pre-service teacher commits grammatical errors, mispronounces words and misspells words.” Another cooperating teacher said “I spend a lot of time correcting the grammar and spelling of my student teachers’ lesson plans”. On the side of the pre-service teachers, the respondents said, “I feel nervous when in front of the class. As a result, I commit mistakes in pronouncing the words and commit wrong grammar.” These results imply the need to retool the pre-service teachers in their communication skills. In this way, their confidence is strengthened, and the chances of mispronouncing words and committing wrong grammar are avoided.

Teacher as a Model

The Teacher as a Model shows the teacher’s image in the eyes of his/her students and the whole educational community. It is composed of attributes consisting of personal qualities like wearing appropriate clothes, having a dignified manner, and professional qualities. As shown in Table 8, the pre-service teachers held themselves with dignity. This quality is in consonance with the Code of Ethics for Professional Teachers (1997), Article XI, The Teacher as a Person and section 3,

“A teacher shall maintain at all times a dignified personality which could serve as a

model worthy of emulation by learners, peers, and others. The cooperating teachers are impressed by how the pre-service teachers carry themselves, especially when wearing their CTE uniforms. One respondent said, “they look dignified and look like professional teachers already.”

On the other hand, data shows that their professional links with colleagues are low. The cooperating teachers agree that this is so because they are not yet professional teachers. It is expected that when they become professionals, they will network and link with professional organizations. This result implies the need for CTE to link their graduates to professional organizations after graduation.

Teacher as a Leader

The Teacher as a Leader shows how responsible the Teacher is, especially in motivating students’ interest in learning and how he/she leads the class in using ICT tools to make the students’ learning experience productive. Table 9 indicates that pre-service teachers are practicing their leadership skills. They show initiatives and can let their students follow them. Classroom management is evident because challenges in the classroom are handled very well. One teacher-respondent shared, “the pre-service teachers held classes orderly; there is proper classroom management and discipline.” Another respondent shared, “lessons start with the presentation of lesson objectives that are doable and learner-friendly. I find this practice worth adopting by teachers”. These imply that the pre-service teachers

Table 8
Perceived Level of Readiness of BSU Pre-Service Teachers, The Teacher as a Model

Criteria	WM	DESC
1.Wears neat and appropriate clothes and is well-groomed	2.50	VG
2. Behaves in a dignified and respectable manner.	2.50	VG
3. Exhibits professionalism and is a role model for other teachers and students.	2.51	VG
4. Builds professional links and organizations with colleagues to enrich practice.	2.11	G
MEAN	2.40	G

Legend:

Descriptive Rating	Weighted Mean Ranges
Excellent	3.25 – 4.00
Very Good	2.50 – 3.24
Good	1.75 – 2.49
Needs Improvement	1.00 – 1.74



are practicing their roles as leaders inside the class. They practice initiatives that motivate their learners to perform. They are proving that they acquire the demands of the 21st century learners. As Llagas and Corpuz (2018) puts it, teacher leadership refers to that set of skills demonstrated by teachers who continue to teach students and also have an influence that extends beyond their classrooms to others within their school.

Challenges Met by the Cooperating Teachers

Table 10 presents the challenges met by the cooperating teachers in guiding the pre-service teachers during their off-campus practice teaching. The need to familiarize themselves with the use of ICT is the greatest challenge for cooperating teachers. "You cannot give what you do not have" was the statement of one respondent who

feels helpless when it comes to mentoring her pre-service teacher on ICT use. Cooperating teachers are not also completely equipped with various technologies that they would like to teach their mentees. This result validates the study conducted by Parcasio (2016), where teachers listed their non-ICT literacy as a challenge. Teachers need to acquire strong skills in technology and the use of technology as an effective teaching tool to optimize the use of digital resources in their teaching and use information-management systems to track student learning (Schleicher, 2012).

The second in rank challenge is the need to improve one's communication skills especially correct grammar and diction. There are times where the pre-service teachers commit wrong grammar as they teach. Proper diction and pronunciation also pose a challenge. The third

Table 9

Perceived Level of Readiness of BSU Pre-Service Teachers, The Teacher as a Leader

Criteria	WM	DESC
1. Shows leadership in cooperative and building-level initiatives	2.51	VG
2. Establishes rules and procedures, which govern student movement in the classroom during different types of instructional activities.	2.65	VG
3. Effectively copes with the demands and stresses of teaching.	2.50	VG
4. Sets objectives that are within the experiences and capabilities of learners.	2.51	VG
MEAN	2.54	VG

Legend:	Descriptive Rating	Weighted Mean Ranges
	Excellent	3.25 – 4.00
	Very Good	2.50 – 3.24
	Good	1.75 – 2.49
	Needs Improvement	1.00 – 1.74

Table 10

The Challenges being Faced by Cooperating Teachers (n= 130)

CHALLENGES MET	PERCENTAGE
Use of ICT in presenting the lessons	40
Communication skills need improvement	20
Lack of time to mentor the pre-service teachers	18
Cannot keep with deadlines	12
Misses reminders they give to pre-service students	10
TOTAL	100%



challenge is the lack of time to mentor pre-service teachers. The 12 weeks deployment in their respective cooperating schools is not enough for the cooperating teachers to mentor the pre-service teachers. The fourth in rank is the inability of pre-service teachers to meet the deadlines set by the cooperating teachers. The requirements like submission of lesson plans and corrected quiz papers of students are not met. Cooperating teachers end up rushing the checking of lesson plans before the pre-service teachers' schedule to teach. In teaching, time is an imperative element in planning and implementing any learning activity (Salandanan, 2012). As teachers to be, the pre-service teachers need to know the consequential outcomes if things are missed and time is not used wisely and efficiently. The fifth challenge is connected with not being able to keep with deadlines because generally, the cooperating teachers are dismayed by the students not being able to practice efficient time management resulting to rushed lesson plans, uncorrected papers that are piling up, some coming in late in the morning, instructional materials are rushed, and their attendance/participation to school activities are sometimes neglected. One element of teaching that is very important is industry because, according to Salandanan (2012), when students see their mentors/teachers always on the move, they are stimulated to continue studying their lessons. Diligent teachers work with the utmost persistence that leaves no room for apathy or unconcern to all learners. There should be no wasted time when in school – thinking of the things to be done, teachers need to sense what is to be done. The cooperating teachers wished that the pre-service teachers will be more conscious of time management so that they will be able to submit their requirements on time.

Conclusions

To train and prepare the pre-service teachers for the world of teaching is a very significant task. In this paper, the researcher focused on how the pre-service teachers applied the 21st century skills in their off-campus student teaching. Generally, the pre-service teachers demonstrated the teaching skills needed for the 21st century environment based on Churches' Eight Habits of Highly Effective 21st Century Teachers.

The cooperating teachers agree that this batch of pre-service teachers are ready in the modern teaching scenario during their off-campus student teaching. The challenges the cooperating teachers face in guiding the pre-service teachers are: how to mentor them with ICT utilization, how to improve their communication skills, how to budget their time for mentoring, and how to improve their efficiency in meeting deadlines and other requirements.

Recommendations

The study recommends that Teacher Education Institutions strengthen the training of pre-service teachers by providing pre-deployment seminars and workshops with focus on improving one's communication skills, use of effective collaboration techniques to motivate learners, mastery of reinforcement activities that are provided to learners and topics on current trends in teaching to ensure an effective and efficient delivery of lesson.

The Teacher Education Institutions should also strengthen their partnership with the cooperating schools by providing relevant trainings to its Cooperating Teachers to equip them of the 21st century skills and that they will in return, be teaching the pre-service teachers during their deployment.

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