

# 21ST CENTURY TEACHER AND STUDENTS INTEREST AMONG JUNIOR AND SENIOR STUDENTS AT THE DISTRICT OF MAGDALENA

Nica Grace Gutierrez Solison, MAT

*nicagrace.solison@deped.gov.ph*

*Social Science Teacher, Magdalena Integrated National High School – Senior High School 4007, Laguna, Philippines*

---

## Abstract

This study was limited to the 21st-century teacher's teaching practices and the interest of the sixty (60) secondary and senior students in the district of Magdalena.

It was focused on the sub-questions; 1) what is the status of the 21st-century teacher in terms of teaching practices as to communication, instruction, critical thinking, knowledge in ICT, and cooperation? 2) what is the level of student's interest in motivation, self-esteem, confidence, aspiration, and persistence? and 3) is there a significant relationship between 21st-century teacher teaching practices and student interest?

The following were the significant findings of the investigation: first, the status of 21st century teachers in terms of teaching practices regarding communication instruction, critical thinking, knowledge in ICT, and cooperation were all verbally interpreted as Very High.

Second, the level of student's interest in motivation, self-esteem, confidence, aspiration, and persistence were verbally interpreted as High.

Lastly, it is interesting to note that there is a strong and positive relationship between the students' interest in motivation, self-esteem, confidence, aspiration, and persistence and the teaching practices in terms of communication, instruction, critical thinking, knowledge of ICT, and cooperation. The correlations are significant.

It was concluded that there is a significant relationship between the 21st-century teacher teaching practices and students' interests; thus, the hypothesis is rejected.

Keywords: 21<sup>st</sup> Century Teacher, Student's Interest, Teaching Practices

---

## 1. Main Text

### Introduction

The pandemic ravaging the globe is likely to cause the most severe disruption to educational opportunities in at least a century, according to the World Health Organization (2020). The studies and lives of those currently in school will be impacted in multiple ways, some yet to be understood. Most immediately, because necessary physical distancing measures will interrupt or have already their opportunity to attend school, they will learn less than they would have otherwise.

The rapidly changing trend of Industrial Revolution 4.0 is exacerbated by labor shortages and high school dropouts, putting pressure on education and learning systems to address 21st-century skills (21CS). Despite their different interpretations and lack of accurate definitions, these skills go beyond the substantive and professional skills that enable learners to succeed in today's world. Widely referred to and understood as an essential skill.

The recent outbreak of the COVID 19 pandemic and its ongoing global impact are changing how we live, learn and work in all sectors. What is 21CS when learners face unprecedented challenges as schools and training institutions worldwide are reopening and coordinating operations to ensure that students can smoothly transition to a "new normal" school life. This means extending or refocusing the definition of 21CS, for example, in the curriculum context, to emphasize the skills or abilities of the components.

Globalization, financial needs, and low public involvement increase the urgency of developing students' skills and knowledge to succeed. To interconnect our global economic, ecosystem, and political networks, students need to learn to communicate, collaborate, and solve problems with people worldwide. Employers demand fewer people with basic skills and more people with complex thinking and communication skills asserted by Levy and Murnane (2015). The low level of public involvement emphasizes the recognition that government memorization is not a sufficient way for students to learn how and why they engage with citizens as cited by Levine (2017).

The 21st-century teaching is a different perspective; learning could never happen the way it is happening these times. Learning happens everywhere, all the time, on any day, on any topic, assisting any learning style. Now the question is what the "Teacher of the 21st century means". Great students are the result of great teachers. Many factors influence student achievement. The most essential influencer is inspiring and informed teachers, so it is significant to have a close view of how we train and support beginners, and experienced teachers, as cited by Hafsah (2017).

Effective teaching is one of the most important aspects of learning. Many studies tend to define the factors influencing effective teaching, which could be recognized through students' school achievements. These factors can be found in many fields, but numerous studies suggest that teachers' actions in the classroom are the most important compared with all that education and school authorities are doing asserted by Marzano & Marzano (2003)

This is a grim picture of how the Covid-19 pandemic will shape the education landscape and the future for the next decades. As with the health impact of the pandemic, the educational impact will be mediated by how humans respond, by the actions or omissions of students, parents, teachers, and school and system-level leaders in anticipation during the pandemic.

As part of the Philippines' short and long-term strategies, Secretary Briones introduced the BE-LCP as a guideline for the department on delivering education during the COVID-19 pandemic while ensuring the health, safety, and welfare of all learners, teachers, and personnel of DepEd.

According to UNICEF (2020), more than 1 billion children are at risk of falling behind due to school closures that contain the spread of COVID-19. Countries have been implementing remote education programs to keep the world's children learning. However, many of the world's children, particularly those in poorer households, do not have internet access, personal computers, TVs, or even radio at home, amplifying the effects of existing learning inequalities. Students lacking access to the technologies needed for home-based learning have limited means to continue their education. As a result, many face the risk of never returning to school, undoing years of progress in education worldwide.

Moreover, the study by Sumitra and Roshan (2021) shows that the COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions, and other learning spaces have impacted more than 94% of the world's student population. This has brought far-reaching changes in all aspects of our lives. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. Reopening schools after relaxing restrictions is another challenge with many new standard operating procedures.

Today's teachers balance many expectations from students, administrators, and their communities. Between ensuring positive student outcomes, managing varying levels of parental engagement, and employee and budget shortages, the pressure on teachers can be intense, making the need for districts to prioritize teacher engagement vital (Hanover Research (2021)). Teachers are not the only ones who benefit from increased enthusiasm for their careers; high levels of teacher engagement lead to positive outcomes districtwide for school communities, student achievement, teacher satisfaction, and teacher retention.

Engaged teachers prioritize delivering quality education, seek out new ideas and best teaching practices, frequently monitor student progress and provide feedback, and modify their instruction to meet the needs of their students, especially in this time of the pandemic.

In this 21st century, technology is a vital tool to enhance learners' learning. Computers are abundant in most schools. In today's education, the primary concern is the lack of technology integration in schools/classrooms. Providing students with opportunities to interpret and construct meaning and present data in meaningful ways to their instructors and peers, instructional technology is associated with increased academic achievement. It may increase student motivation for school work asserted by Bell (2019). Using appropriate technology in designing, developing, implementing, and assessing instruction is the main goal of instructional technology. Students have greater access to vast information and resources, and technology enables students to create meaningful, personalized learning experiences outside the classroom.

Magdalena Integrated National High School plan and execute creative opportunities for the teachers to continue improving their skills and, in turn, boost student outcomes. Professional development for teachers takes place on a number of different levels: district-wide, among teachers in a given school, or even on a classroom or individual basis. Good teachers are better at teaching students effectively. When teachers have access to continuous learning opportunities and professional development resources, they're better equipped to become good teachers, especially if their students have learning needs or are performing below or above grade level.

Teacher professional development encourages teachers to participate actively in their learning and ensures that students and teachers alike are eager to learn. When you provide learning and support for your teachers, you communicate that the school community values their work and wants them to grow.

Magdalena teachers use the SMART goal system to set achievable goals: make them Specific, Measurable, Attainable, Relevant, and Timely. Track them monthly and yearly to see how teachers are progressing and improving. Work with teachers to ensure they have access to any other resources they might need: courses, certification classes, or emotional support as they try new techniques in the classroom.

Based on the scenario above, the research determined the relationship between 21st-century teachers and students' interests among junior and senior teachers in the district of Magdalena.

## Background of the Study

DepEd Order No. 012 s. 2020 or the Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in the light of the Covid-19 Public Health Emergency, develop a package of educational interventions that responds to the basic education challenges brought by the pandemic. This engaged the internal and external stakeholders for inputs in the design of learning deliver strategy and operational direction that ensure the health, safety, and well-being of all learners, teachers, and personnel of the department. Moreover, DepEd Memorandum No. 050 s. 2020 also known as DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020 -2023, supports the DepEd's goal of continuous upskilling and reskilling of teachers and school leaders that will result in better learning outcomes.

In addition, The Professional Development (PD) priorities of school heads for SY 2020 to 2023 include five (5) domains: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. Moreover, the professional development programs directly supporting the effective operationalization of the department's Learning Continuity Plan (LCP) in the light of Covid-19 are also given priority for School Year 2020-2021. The PPST shall be used as a basis for all learning and development programs for teachers to ensure that they are properly equipped to implement the K to 12 Program effectively. It can also be used for the selection and promotion of teachers, and all performance appraisals for teachers shall be based on this set of Standards (DepEd Order No. The Philippine Professional Standards for Teachers defines teacher quality in the Philippines. The standards describe the expectations of teachers' increasing knowledge, practice, and professional engagement levels. At the same time, the standards allow for teachers' growing understanding, applied with increasing sophistication across a broader and more complex range of teaching/learning situations. 42, s. 2017)

21st-century skills teachers need to have the Philippine Professional Standards for Teachers that defines teacher quality in the Philippines. The standards describe the expectations of teachers' increasing knowledge, practice, and professional engagement levels. At the same time, the standards allow for teachers' growing understanding, applied with increasing sophistication across a broader and more complex range of teaching/learning situations. The following describes the breadth of 7 Domains teachers required to be effective in the 21st Century in the Philippines.

Quality teachers need to possess the following characteristics: (1) recognize the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. They apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. They display proficiency in Mother Tongue, Filipino, and English to facilitate the teaching and learning process, as well as exhibit the needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes. (2) provide learning environments that are safe, secure, fair, and supportive in order to promote learner responsibility and achievement. They create a learning-focused environment and efficiently manage learner behavior in a physical and virtual space.

Moreover, they utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards attaining high standards of learning. (3) establish learning environments that are responsive to learner diversity. They respect learners' diverse characteristics and experiences as inputs to the planning and designing of learning opportunities. They encourage celebrating diversity in the classroom and the need for differentiated teaching practices to encourage all learners to be successful citizens in a changing local and global environment. Philippine Professional Standards for Teachers (4) interact with the national and local curriculum requirements. They translate curriculum content into learning activities relevant to learners and based on effective teaching and learning principles. They apply their professional knowledge to plan and design, individually or in collaboration with colleagues. These well-structured and sequenced lessons are contextually relevant, responsive to learners' needs, and incorporate a range of teaching and learning resources. They communicate learning goals to support learner participation, understanding, and achievement. (5) apply various assessment tools and strategies in monitoring, evaluating, documenting, and reporting learners' needs, progress and achievement. They use assessment data to inform and enhance the teaching and learning process and programs.

They provide learners with the necessary feedback about learning outcomes that informs the reporting cycle and enables teachers to select, organize and use rational assessment processes. (6) establish school-community partnerships aimed at enriching the learning environment and the community's engagement in the educative process. They identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests, and aspirations of the wider school community and other key stakeholders. They understand and fulfill their obligations in upholding professional ethics, accountability, and transparency to promote professional and harmonious relationships with learners, parents, schools, and the wider community and (7) value personal growth and professional development and exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect, and integrity. They value personal and professional

reflection and learning to improve their practice. They assume responsibility for personal growth and professional development for lifelong learning.

This set of standards makes explicit what teachers should know, be able to do, and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on the teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others. Therefore, professional standards become a public statement of professional accountability that can help teachers reflect on and assess their practices as they aspire for personal growth and professional development.

From DepEd Order no.35 series of 2016 entitled "The learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning by this memorandum, the school will conduct the school-based action cell to improve and enhance the different strategies and classroom management in teaching to be able to improve the learning of the students.

Nevertheless, teachers play a crucial role in nation-building. Through quality teachers, the Philippines can develop holistic learners steeped in values, equipped with 21st-century skills, and able to propel the country to development and progress. This aligns with the Department of Education's vision of producing: "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepEd Order No. 36, s. 2013).

The K to 12 Reform (RA 10533) in 2013 has changed the landscape of teacher quality requirements in the Philippines. The reform process warrants an equivalent supportive focus on high-quality teachers who are properly equipped and prepared to assume the roles and functions of a K to 12 teachers.

Hence, enhancing teacher quality is important for long-term and sustainable nation-building. The PPST aims to set out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguish practice, engage teachers to embrace a continuing effort in attaining proficiency actively, apply a uniform measure to assess teacher performance, identify needs, and provide support for professional development and the PPST shall be used as a basis for all learning and development programs for teachers who are adequately equipped to implement the K to 12 programs effectively.

Professional development of the teachers is ongoing learning practice, and feedback that provides sufficient time and follow-up support (Wooten & Cullinan, 2015). Effective professional development is designed to allow teachers to participate in learning experiences that mirror the learning environments they develop for the students. Professional development also encourages teachers to systematically share their experience and expertise (Schleicher, 2012).

However, according to Haider (2016) teachers of the 21st century have to consider their students' needs and prepare them to meet the challenges of the future. Teachers' work is considered complex and demanding. For creating a high-quality professional teaching force, it is important to have a high-quality professional teacher's development program. The developmental program must incorporate the use of technology integration in teaching.

## **Theoretical Framework**

The Engagement Theory is a framework for technology-based teaching and learning. Its fundamental underlying idea is that students must be meaningfully engaged in learning activities through interaction with others and worthwhile tasks. While, in principle, such engagement could occur without using technology, Kearsley and Schneiderman believe that technology can facilitate engagement in ways that are difficult to achieve otherwise.

The term "technology" is an important issue in many areas, including education. This is because technology has become a highway for knowledge transfer in most countries. Today's technology integration has revolutionized and changed the society. It completely changed people's way of thinking, working, and living (Grabe, 2017). Schools and other educational institutions that prepare students for life in a "knowledge society" need to include ICT integration in their curriculum asserted by Ghavifekr et al. (2017).

The 21st Century set is widely understood as a set of capabilities including critical thinking, problem-solving, creativity, metacognition, communication, digital and technological literacy, public responsibility, and global awareness cited by Dede (2018).

And nowhere is the development of such skills as necessary as in developing countries. In many third world countries, the lack of significant improvement in learning outcomes suggests that the task of improving the quality of education is urgent. The challenge in achieving the desired improvement lies in the context-specific understanding of educational practices and the lack of meaningful support for teachers' professional development (Seidman et al., 2018; UNESCO, 2016; Wolf et al., 2018)

Moreover, quality teaching stimulates learners to reflect and participate actively in the learning process. Active learners work collaboratively with others to improve performance (Singh et al., 2017). In order to understand more about the learners' actions and reactions in the learning process, various theories of learning are referred to. Before the theories of learning are dealt with in detail, it might behoove us to examine the skills given priority in this project. These skills are among the skills that have

been identified as twenty-first-century skills. The focus on these skills is to ensure that these theories have commonalities that engender effective learning and teaching.

The 21st century incorporates digital literacy. Digital literacy is not only about technical skills but also about the issues, norms, and mental disposition surrounding technologies used for a particular purpose. Technological advancement in the world today compels educational institutions to implement activities promoting digital literacy (Yunus, Thambirajah, Said & Singh 2019). Students and teachers can use information and communication technology as resources or media for communication. Digital literacies are technical and other skills that are deemed crucial in enhancing teaching and learning in the present situation.

Consequently, developing creative thinking skills as a digital literacy skill is now considered an essential learning outcome. 21st Century skills emphasize the need for learning to be holistic, integrated, connected, skillful, relevant, adaptable, student-centered, project-based, and authentic (McLeod, Bathon & Richardson, 2011). In order to appropriately incorporate such a change in educational design, assumptions about knowledge and learning themselves need to be considered.

21st-century learning requires instructors to abandon the concept of literacy as a set of isolated skillsets and acknowledges that literacy varies by context and is influenced and defined by the people and technology involved (Bean & Swan Dagen, 2012; Kong, 2014; Monge & Friscaro-Pawlowski, 2014).

For the 21st-century learning to occur, educators must identify and recognize literacy's role in the world and understand how literacy defines an individual's life (Kim et al., 2013; Ritzhaupt et al., 2013). As educational initiatives continue to influence instruction, curriculum, and innovative approaches, educators must reflect upon current and past practices to refine pedagogical practices (Kellems et al., 2015; Monge & Friscaro-Pawlowski, 2014). As educators broaden their understanding of literacy, they must recognize how people produce, communicate, and navigate information and how this affects curricular practices (Jones, 2015; Kopcha, 2012; Parker & Lazaros, 2014). As educators transition to facilitators, they must prepare to meet the demands of the student-driven teaching and learning model (Kopcha, 2012; Ornstein & Eng, 2015).

Sharples et al. (2012) cited that today's curriculum and educational decisions should be reviewed and redesigned based on students' interest and achievement research. Students need support to improve their performance to promote cognitive success and construction of knowledge and ability, so methods should promote student engagement. The next generation of e-books and tablets will offer new possibilities for teaching and learning. For example, e-books could enable a more social form of study, with a group of students collaborating to read, annotate and compare one or more texts on the same topic, each working from their mobile devices.

## Research Methodology

This research utilized the descriptive method since it principally described the 21st-century teachers during the pandemic. At the same time, the study looked into the level of students' interest.

Purposive sampling was employed in this which included (60) sixty secondary and senior students from Magdalena District; hence they were purposely selected as the sixty (60) actual respondents during the day set for the gathering and retrieving of data.

This study was limited to the 21st-century teacher's teaching practices and the interest of the sixty (60) secondary and senior students in the district of Magdalena.

One set of questionnaires were issued to the actual respondents of this study. The questionnaires were based on the fundamental problems advanced in this study for objectivity, relevance, and suitability to the problem areas investigated, as well as the probability of favorable reception and return from the said respondents.

The respondents' responses were tallied and tabulated to determine the frequencies and equivalent percentages as a basis for applying the formulas.

The weighted mean formula, which was designed to solve the centrality as a basis for the weight of the responses for sub-problems 1, and 2 was utilized.

The standard deviation formula was used to determine the variability or dispersion of data around the mean.

Spearman rho was used to determine if there is a significant correlation between the teaching practices and students' interest as a basis for acceptance or rejection of null hypothesis at a five (5) percent significance level.

## Results and Discussion

The relationship between the teaching practices as to communication, instruction, critical thinking, knowledge in ICT and cooperation, and students' interest in motivation, self-esteem, self-confidence, aspiration, and persistence among secondary teachers at the district of Magdalena, Division of Laguna.

The relationship between the teaching practices and the students' interest in terms of motivation. It is interesting to note that there is a strong and positive relationship between the students' interest in motivation and the teaching practices in terms of communication ( $r=0.685$ ,  $p=0.000$ ). The correlation is significant. It was also found that moderate and positive relationships exist

between the students' interest in terms of motivation and the teaching practices in terms of instruction ( $r=0.582$ ,  $p=0.000$ ), critical thinking ( $r=0.415$ ,  $p=0.003$ ), knowledge of ICT ( $r=0.464$ ,  $p=0.001$ ), and cooperation ( $r=0.484$ ,  $p=0.000$ ). The correlations are significant.

This means that as the teachers communicate well with the students, the student's level of motivation increases. The teachers use various teaching methods, develop content knowledge, enhance ICT skills, and initiate projects involving parents and other stakeholders. All these factors enhance the students' motivation to learn. As cited by Sharon (2019), based on the results, teachers and students easily noticed their psychological characteristics, behaviors, and low academic performance. However, the teachers evaluated this situation more as disciplinary problems. The solution suggestions of the teachers who kept the attention problems of the students out of their sphere and their teaching practices were that passing exams should be harder and discipline regulations should change to facilitate punishment. The students stated that teachers should show more interest in the students, approach the students positively and use a variety of teaching methods in accordance with the students' level.

In addition, the study by Kareva (2017) finds a relationship between classroom communication and students' commitment to their university. To be more precise, how efficient classroom communication can create positive emotions towards the university, which on the other side, has consequences on the way students feel about their university, how they present it to others and how they will relate to it in the future as members of the community in which it exists.

The relationship between the teaching practices and the students' interest in terms of confidence. It is interesting to note that there is a strong and positive relationship between the students' interest in terms of confidence in the teaching practices in terms of communication ( $r=0.617$ ,  $p=0.000$ ). The correlation is significant. It was also found that moderate and positive relationships exist between the students' interest in terms of confidence and the teaching practices in terms of instruction ( $r=0.493$ ,  $p=0.000$ ), critical thinking ( $r=0.540$ ,  $p=0.000$ ), knowledge of ICT ( $r=0.495$ ,  $p=0.000$ ), and cooperation ( $r=0.497$ ,  $p=0.000$ ). The correlations are significant.

This means that as the teachers develop the confidence well with the students, the student's level of confidence increases. The teachers use various teaching methods, develop content knowledge, enhance ICT skills, and initiate projects involving parents and other stakeholders. All these factors enhance the students' confidence in learning.

According to the results of O'Connor & McCartney (2017), it has been proven that communication between students and teachers positively impacts class engagement, participation, and student achievements. It has even been suggested that these supportive relationships may negate the tendency for low-income students to have poorer school outcomes.

In addition, from the findings of Moneva and Tribunalo (2020), there is an association between students' self-confidence and performance tasks. It means that students with high self-confidence can easily accomplish their tasks in school, and most are not afraid to participate in every activity. At the same time, students with low self-confidence showed low-performance tasks and were hesitant to participate in every activity.

The relationship between the teaching practices and the students' interest in terms of aspiration. Interestingly, there is a solid and positive relationship between the students' interest in aspiration and the teaching practices in terms of communication ( $r=0.610$ ,  $p=0.000$ ). The correlation is significant. It was also found that moderate and positive relationships exist between the students' interest in terms of aspiration and the teaching practices in terms of instruction ( $r=0.487$ ,  $p=0.002$ ), critical thinking ( $r=0.496$ ,  $p=0.000$ ), knowledge of ICT ( $r=0.528$ ,  $p=0.000$ ), and cooperation ( $r=0.467$ ,  $p=0.001$ ). The correlations are significant.

This means that as the teachers develop the aspiration well with the students, the student's level of aspiration increases. The teachers use various teaching methods, develop content knowledge, enhance ICT skills, and initiate projects involving parents and other stakeholders. All these factors enhance the students' aspiration to learn.

According to the study by Nabil Khattab (2015), the results of this study show that compared to students with low aspirations and low expectations, having higher aspirations improves school achievement even if expectations are low. Furthermore, complete alignment between high aspirations, high expectations, and high achievement is the most important predictor of future educational behavior among students. Compared with students with low aspirations, low expectations, and low achievement, those with high achievement who had expressed high aspirations but low expectations were more likely to apply for a university course. The latter group also had better chances than students with high aspirations and expectations but low achievement.

The relationship between the teaching practices and the students' interest in terms of persistence. Interestingly, there is a moderate and positive relationship between the students' interest in persistence and the teaching practices in terms of communication ( $r=0.546$ ,  $p=0.000$ ). The correlation is significant. It was also found that weak and positive relationships exist between the students' interest in persistence and the teaching practices in terms of instruction ( $r=0.395$ ,  $p=0.005$ ). It was also found that moderate and positive relationships exist between the students' interest in terms of persistence and the teaching practices in terms of critical thinking ( $r=0.502$ ,  $p=0.000$ ), knowledge of ICT ( $r=0.465$ ,  $p=0.001$ ), and cooperation ( $r=0.432$ ,  $p=0.002$ ). The correlations are significant.

This means that as the teachers develop the persistence well with the students, the student's level of persistence increases. The teachers use various teaching methods, develop content knowledge, enhance ICT skills, and initiate projects involving parents and other stakeholders. All these factors enhance the students' persistence in learning.

Oliver Tat-Sheung Au et al. (2018) based on the findings. Three groups of ODL students with various levels of study performance, nine high-level, nine mid-level, and eight low-level students, were invited to participate in three focus group interviews. They were asked about their motivation, success factors, and challenges in studies.

The different groups of participants showed observable variations in their responses. The mid-level students believed that word-by-word rote memorization was their best strategy in preparing for examinations. The low-level students believed they needed to master multitasking to learn well in tight schedules. These weak student participants considered quitting at some point, but no high-level student did.

Moreover, from Gert Vanthournout et al. (2019), the results on persistence indicate that lack of regulation and motivation at the start of the year are significant predictors. For academic success, results showed that relating and structuring, lack of regulation, and lack of motivation are meaningful predictors at the end of the year.

## Conclusion

There is a significant relationship between 21st-century teacher teaching practices and students' interest; thus, the hypothesis is rejected.

## Recommendations

In view of the findings and conclusions of the study, the following recommendations are given:

1. The teachers may enhance their teaching practices for the new normal and the students will develop their interest. However, the teacher's engagement may use another strategy on how they can personally involve on the learning of their students specially in this time of pandemic it may widely understand the situation of the modalities the teachers itself may expand their learnings on how to deal with the present modalities to deliver the quality of education spite of hindrances.

2. The principal may also help the teachers through giving technical assistance on how to manage the classes in online and modular learning so that the teachers may easily adopt the new normal. It may extend the effort of the principal to cater all the needed help of the teacher in this time of pandemic it may work collaborate lively to attain the one goal to deliver the quality of education in the new normal. The principal may also have varied the management based on the needs of the teacher so that the teacher may follow as a domino effect on her/his management inside the classroom.

3. The subject coordinators and program heads may have considered the current situation in giving loads and number of the students per section so that the teacher may focus in teaching and learning process and it may consider also the additional task and work to be given to the teacher so that the teacher will not be stressful and loaded tend to give less attention to the learnings of the students.

4. The 21st century teacher aims to deliver learning opportunities to all Filipino learners. To ensure teaching and learning continuity, it is concluded that higher education institutions have to migrate to flexible teaching and learning modality, recalibrate the curriculum, capacitate the faculty, upgrade the infrastructure, implement a strategic plan and assess all aspects of the plan.

5. The students may add their interest in learning they can be creative on how they will learn in this time of pandemic. Moreover, they may communicate to their teachers to have further understanding on their lesson and maximize the ICT to help their learnings as 21st century learners there are different skills that they need to develop.

6. The future researcher may use another respondent in teaching practices and student interest to get different findings.

## References:

Dede, C (2018) Comparing frameworks for 21st century skills. In: Bellanca, J, Brandt, R (eds) 21st Century Skills: Rethinking How Students Learn. Bloomington: Solution Tree Press, pp.51–76.

Gert Vanthournout et.al. (2019) Students' Persistence and Academic Success in a First-Year Professional Bachelor Program: The Influence of Students' Learning Strategies and Academic Motivation Hindawi Publishing Corporation Education Research International Volume 2019, Article ID 152747, 10 pages.

Ghavifekr, S., Afshari, M., & Amla Salleh. (2017). Management strategies for E-Learning system as the core component of systemic change: A qualitative analysis. *Life Science Journal*, 9(3), 2190-2196.

Grabe, M., & Grabe, C. (2017). *Integrating technology for meaningful learning* (5th ed.). Boston, MA: Houghton Mifflin.

Hafsah Jan (2017) *Teacher of 21st Century: Characteristics and Development. Research on Humanities and Social Sciences*  
www.iiste.org ISSN (Paper)2224-5766 ISSN (Online)2225-0484 (Online) Vol.7, No.9, 2017.

Handover Research (2021) *Five Teacher Engagement Strategies to Foster a Collaborative Culture.*  
<https://www.hanoverresearch.com/insights-blog/five-teacher-engagement-strategies-collaborative-culture/>

Kareva , Veronika (2017) *The Influence Of Classroom Communication On Student Commitment To The University. South East European University, Tetovo, Macedonia. December edition vol. 7, No.26*

Levine, P. (2016). *We are the ones we have been waiting for: The philosophy and practice of civic renewal.* New York, NY: Oxford University Press.

Levy, F. & Murnane, R. (2015). *The new division of labor: How computers are creating the next job market.* Princeton, NJ: Princeton University Press.

Oliver Tat-Sheung Au et.al. (2018) *Student persistence in open and distance learning: success factors and challenges.* The Open University of Hong Kong, Hong Kong

McLeod, S., Bathon, J. M., & Richardson, J. W. (2011). *Studies of technology tool usage are not enough.* *Journal of Research in Leadership Education*, 6(5), 288-297.

Moneva, Jerald and Tribunalo, Shiela Mae (2020) *Students' Level of Self-confidence and Performance Tasks. Teacher, 2 Student, Senior High School Department, Jagobiao National High School, Cebu, Philippines. Asia Pacific Journal of Academic Research in Social Sciences Vol. 5, No. 1, 42-48 ISSN 2545-904X (Print) ISSN 2704-4157 (Online)*

Nabil Khattab (2015) *Students' aspirations, expectations and school achievement: what really matters?* University of Bristol, UK and Hebrew University of Jerusalem, Israel

Seidman, E, Kim, S, Raza, M. (2018) *Assessment of pedagogical practices and processes in low and middle income countries: Findings from secondary school classrooms in Uganda.* *Teaching and Teacher Education* 71: 283–296.

Sharon Kim (2019) *Improving 21st-century teaching skills: The key to effective 21st-century learners.* *Research in Comparative and International Education*

Singh, Yash Pal and Anju Agrawal (2011) *Introduction To Co-Operative Learning.* *Indian Streams Research Journal Vol -1, ISSUE –2, March – 2011. MJP Rohilkhand University, Bareilly (U. P.)*

Sumitra Pokhrel and Roshan Chhetri (2021) *A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning.* *Sage Journals. Vol 8, Issue 1, 2021*