



21ST CENTURY PEDAGOGICAL SKILLS AND ACADEMIC MOTIVATION OF TEACHERS IN ENGLISH SUBJECT

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Article DOI: <https://doi.org/10.36713/epra16720>

DOI No: 10.36713/epra16720

ABSTRACT

In the rapidly evolving landscape of education, the traditional teaching paradigms are being reshaped by the demands of the 21st century. This study conducted in Hagonoy 2 District, Division of Davao del Sur, aimed to explore the relationship between 21st-century pedagogical skills of teachers and learners' academic motivation in English subjects. A quantitative research approach employing descriptive-correlational methods was utilized. Data were gathered from 200 English teachers through probability sampling. Statistical tools including mean, Pearson correlation, and regression analysis were employed for data analysis. Findings revealed that the extent of 21st-century pedagogical skills among teachers was very extensive, encompassing critical thinking, collaboration, communication, and creativity and innovation. Similarly, learners' academic motivation was found to be extensive, with both intrinsic and extrinsic factors playing significant roles. Importantly, a significant relationship was identified between teachers' pedagogical skills and learners' academic motivation. The study concluded that effective pedagogy, which goes beyond content delivery, involves understanding students' needs and creating engaging learning environments. Recommendations included crafting effective policies to enhance pedagogical skills, providing professional development opportunities for teachers, and fostering continuous monitoring of learners' academic motivation. Future research avenues were also suggested to further explore the dynamics between pedagogical skills and academic motivation.

KEYWORDS: 21st century pedagogical skills, academic motivation, Hagonoy 2 District, Division of Davao del Sur, Philippines

INTRODUCTION

In a time marked by rapid technological progress, evolving societal requirements, and shifting job landscapes, the education sector is confronting unprecedented obstacles. The conventional teaching methods that have long been the foundation of education are now under scrutiny in light of the demands of the 21st century. The goal is to enable learners to acquire knowledge in a more impactful manner that goes beyond traditional methods and explores innovative approaches in the face of global mobility and continuous technological advancements. In simpler terms, educators need to adjust their mindsets to accommodate changes in learning and remain current with the latest educational trends and technology (Schoon, 2015).

There has been a notable transition from a focus on manufacturing to giving greater importance to information and knowledge services. The depth and specialization of knowledge are continuously increasing at an exponential rate. Information and communication technology are reshaping how we acquire knowledge, redefine work processes, and understand social connections. Collaborative decision-making, information exchange, teamwork, creativity, and speed are indispensable in today's businesses. Students can no longer anticipate middle-class success through manual labor or routine tasks that can be automated or outsourced to lower-cost labor markets. Success today hinges on the ability to effectively communicate, share, and apply information to solve intricate problems, adapt and innovate in response to changing circumstances, and harness technology's potential to generate fresh insights (Pacific Policy Research Center, 2010).



According to Nóvoa (2009), 21st century schools should place a high priority on promoting and encouraging social interactions and experimentation. This approach should enable every individual to engage with their learning process, discover their place in society and the world, and actively participate. Beyond just imparting knowledge, schools should also offer guidance and facilitate the growth of skills, empowering students to recognize and select their paths.

Hence, the previous emphasis on fundamental skill competencies and knowledge expectations is being supplanted by fresh criteria regarding the capabilities learners should possess. To address this shift, it is imperative to restructure schools in a manner that facilitates the acquisition of creative thinking, adaptable problem-solving, collaboration, and innovation skills essential for success in both career and personal life (Pacific Policy Research Center. 2010).

This period marks a demanding phase for those in the field of education. Teaching itself is evolving, prompting educator preparation institutions to undergo a metamorphosis into exemplary entities. Numerous programs are embracing entrepreneurship, acknowledging fresh prospects, and implementing necessary adjustments to cater to the demands of learners in the 21st century.

In Hagonoy 2 District, as in many other educational jurisdictions worldwide, the focus is shifting towards modern, learner-centric approaches that foster critical thinking, problem-solving, collaboration, and technological proficiency among students. The adoption of 21st Century Pedagogical Strategies is a transformative step for educators in their quest to prepare students for an increasingly complex and interconnected world. These strategies encompass a wide array of innovative teaching and learning approaches, specifically in English subject. Embracing these strategies has the potential not only to enhance the educational experience but also to significantly impact the academic motivational skills of teachers.

Understanding the dynamics between the adoption of 21st Century Pedagogical Strategies by teachers and the academic motivational skills in Hagonoy 2 District is paramount. It is essential to investigate how English Teachers are incorporating these strategies into their teaching practices and to what extent these changes influence the educational outcomes of students in English subject.

By exploring the current landscape of pedagogy in Hagonoy 2 District and delving into the challenges faced by educators in integrating these strategies, this research endeavor aspires to offer valuable insights for educators, policymakers, and stakeholders. Ultimately, the study's findings may serve as a foundation for informed decisions and reforms in the education sector, aligning it with the evolving needs of 21st century learners.

METHODOLOGY

Research Design

This study employed a quantitative research approach utilizing the descriptive-correlational research method. Descriptive research describes and interprets “what is”. It is concerned with the conditions or relationships that exist, opinions that are held, processes that are going on, evident effects, or trends that are developing. It primarily draws attention to the present although it often considers past events and influences as they relate to current conditions (Best & Kahn, 2007). This type of analysis was used to describe the respondents’ background and to measure the extent of 21st century pedagogical skills in classroom settings. It does not necessarily seek or explain relationships, test hypotheses, make predictions, or get at meanings and implications, although research methods aimed at these more powerful purposes may include descriptive methods.

The descriptive research design was used since the study deals with determining the extent of pedagogical skills and academic motivational skills of teachers in English subject. The correlational design was utilized to determine the relationship between such 21st century pedagogical skills and academic motivational skills of teachers in English subject.

Respondents and Sampling

The subject respondents of the study were 200 teachers teaching English subjects from Hagonoy 2 District, Division of Davao del Sur. Memon et al. (2020) claimed that 200 samples were enough when testing the Pearson Correlation analysis. Hence, the 200 respondents were enough to address the purpose of this study.



Sampling is a way to take a sampling that fits into the overall object of research. The sampling technique in this research was simple random sampling. According to Gay (2012), random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. Simple random sampling intends to choose individuals to be sampled who are representative of the population. So, the researcher used simple random sampling to choose the sample which means that every teacher are potential to be chosen as a sample.

In the inclusion and exclusion criteria, all teachers of Hagonoy 2 District, Davao del Sur Division were given an equal chance to be part of the study. According to Cresswell (2012, p.143), any individual has the same probability of being a participant. Respondents who felt awkward and uncomfortable answering the survey questionnaire were free to withdraw from participating. They were not forced to be part of the study. Their decision to withdraw was duly respected. The respondents' welfare was given utmost importance in the conduct of this study.

Research Instruments

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the 21st century pedagogical skills of teachers while the second set was on academic motivation.

21st century Pedagogical Skills. The 21st century pedagogical skills questionnaire was adapted from Hixson et al., (2012) of West Virginia. The instrument consisted of 22 items. It had four indicators, namely, critical thinking skills (1-6), collaboration skills (1-6), communication skills (1-5), and creativity and innovation skills (1-5). The questionnaire was subjected to pilot testing having a result of .76 suggesting that the items have relatively high internal consistency. Below was the rating scale of 21st century pedagogical skills.

The instruments in this study were contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Data Analysis

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized:

Weighted Mean. This was used to measure the extent teachers employ 21st century pedagogical skills in terms of critical thinking, collaboration, communication, creativity, and innovation, in their classrooms and academic motivational skills of teachers in terms of intrinsic factor and extrinsic factors.

Pearson Product Moment Correlation. This was utilized to determine the relationships between 21st century pedagogical skills and academic motivational skills of teachers.

Regression Analysis. This was used to determine the significant influence of 21st century pedagogical skills and academic motivational skills of teachers.

RESULTS AND DISCUSSION

Presented in this chapter are the findings based on the results of data, the conclusions drawn from the findings and the recommendations for consideration.

Findings

The main focus of the study was to determine the significance of the relationship between the 21st century pedagogical skills academic motivational skills of teachers. The study was conducted in the selected teachers teaching English subjects from Hagonoy 2 District, Division of Davao del Sur. There were two hundred (200) teachers who participated in this study. Descriptive correlational method of research was used in utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Weighted Mean, Pearson Product Moment Correlation, Regression Analysis were statistical tools used in analyzing the data. The hypotheses in this study was tested at 0.05 level of significance.



The major findings of the study were the following: the extent of the 21st century pedagogical skills of teachers are very extensive. Meanwhile, the extent of academic motivational skills of teachers is extensive. It was found out that there is a significant relationship between 21st century pedagogical skills academic motivational skills of teachers. The hypotheses of no significant relationship between 21st century pedagogical skills and academic motivational skills of teachers and none of the domains of 21st century pedagogical skills of teachers significantly influence academic motivational skills of teachers were rejected.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of 21st century pedagogical skills of teachers is very extensive which implies that it is always evident. In fact, all dimensions of the pedagogical skills of teachers which include critical thinking skills, communication skills, collaboration skills, and creativity and innovation skills are always evident. Meanwhile, the extent of academic motivational skills of teachers is extensive which means that it is oftentimes evident. In the same manner, one dimension of the academic motivational skills of teachers is always evident, and one dimension is oftentimes evident. Both variables call all school members to work hand in hand to strengthen the existing status of the pedagogical skills and academic motivational skills of teachers.

Based on the findings, the 21st century pedagogical skills and academic motivational skills of teachers are correlated. Also, the pedagogical skills of teachers significantly influence academic motivational skills of teachers. In fact, all domains of the pedagogical skills of teachers, namely, critical thinking skills, communication skills, collaboration skills, and creativity and innovation skills significantly influence academic motivational skills of teachers by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypotheses. Further, the result indicates that for every unit increase in the four domains of pedagogical skills of teachers, the academic motivational skills of teachers will increase.

Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may craft effective policies, programs, projects, interventions, and activities that may intensify the pedagogical skills and academic motivational skills of teachers. This is to ensure that its very extensive status will be maintained to a very extensive level.

School principals may find means to reinforce the pedagogical skills of teachers by further increasing their teaching skills on critical thinking, communication, collaboration, and creativity and innovation. From time to time, they may also assess the status of their decision-making process and how do these affect the teachers and learners.

Teachers may make an effort on enhancing their teaching methods and create more engaging learning environments. They may attend more trainings that would improve professional development opportunities and enable teachers to acquire the skills necessary for successful implementation. They may make a plan and concrete actions relevant to the establishment of a higher academic motivational skills of teachers.

Future researchers may explore relevant information about the 21st century pedagogical skills and academic motivational skills of teachers. Also, other means of research approach may be utilized to further explore the involved variables of this study.

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