

## Collective Trust, Self-Efficacy and 21<sup>st</sup>- Century Skills Instruction of Faculty Members of a Private Institution



**JESUSA V. LORENZO-  
NAUI**

<https://orcid.org/0009-0004-2124-8838>

jesusanai12@gmail.com

Nueva Vizcaya State  
University

**Abstract**-in the ever-evolving landscape of education, faculty members play a crucial role in preparing students for the challenges and opportunities of the 21<sup>st</sup> – century. As educators, they not only impart knowledge but also nurture essential skills and instill values that empower students to thrive in a rapidly changing world. Three important factors that contribute to the effectiveness of faculty members in this role are collective trust, self-efficacy, and 21<sup>st</sup> – century skills instruction. This study was conducted to measure the level of collective trust, self-efficacy, and 21<sup>st</sup> - century skills instruction of faculty members of a private institution. The study used the quantitative type of research. Quantitative data were collected through the use of the following survey instruments: the Omnibus T-Scale, Teachers' Sense of Efficacy Scale (Tschannen-Moran, 2001), and West Virginia 21<sup>st</sup> - Century Teaching and Learning Survey to measure collective trust, self-efficacy, and 21<sup>st</sup> - century skills instruction of the respondents. There were 100 teacher-respondents in this study. Data gathered were treated using frequency, percentage, weighted mean, and correlation coefficient. The findings of this study revealed that the respondents manifested a high level of collective trust, self-efficacy, and 21<sup>st</sup> - century skills instruction. Moreover, there is significant relationship between the respondent's collective trust, self-efficacy, and 21<sup>st</sup> - century skills instruction.

**Keywords:** Education, collective trust, self-efficacy, 21<sup>st</sup> - century skills, descriptive design, Philippines

### Introduction

The Philippines stripped off its label as the only country in the ASEAN region that has 10-year basic education program in the year 2012 when the K to 12 curriculum was first implemented. The K to 12 paradigm encompasses kindergarten, six years in the elementary education, four years in the junior high school and two years of senior high school. The two years in the senior high school was designed to provide students the training to acquire the three macro competencies; preparedness for tertiary learning, readiness to join the workforce and skill competency in the job market. The K to 12 program seeks to level Philippine education with the rest of the world with 12 years of basic schooling, a global standard. Owing to global standard, the Department of Education cleared grey areas and obstacles by providing framework for learners and instituting trainings, seminars and workshops for teachers to underpin the program. With the belief that a new set of skills is required to be competitive and succeed in this transformation in education, the 21st century skills approach was integrated in the K to 12 reform agenda. With this approach, teachers take much of the responsibility of developing these skills for learners to cope with the demands of this fast-changing time.

With the K to 12, the basic education system advanced with a lot of issues and challenges that became the podium of critics and the subject of researches. One of the Olympic goals of the K to 12 program is the participation of the country in the 2018 Program for International Student Assessment (PISA), which was achieved but the whole nation was dazed when the result was released in 2019 that out of 79 countries that participated, the Philippines ranked lowest in Reading, and Second to the

last in Science and Mathematics with China, a neighboring Asian nation as the topnotch. The poor result in the PISA reflects how the country's education system performed which is a challenge to face as far as quality education is concerned. In line with this, the Department of Education Secretary Leonor Briones launched the reform, Sulong EDUKALIDAD in the later part of 2019 to achieve quality education particularly in the learning outcomes in the basic education and to globalize quality standards and to address the poor performance of learners as reported by PISA. With this reform, the integration of the 21st century skills approach in the educational set-up needs to be reinforced by close monitoring among teachers in order to ensure that these 21<sup>st</sup>-century skills: critical thinking, collaboration, communication, global connection, local connection, self-direction and technology integration will be developed among learners which will contribute to the overall achievement of Philippine education.

Since teachers play a major role in the teaching of 21<sup>st</sup> - century skills, several factors are to be considered. First, is increasing their competence. Teachers need to be equipped with competencies that will help them effectively teach the 21st - century skills to their students. This could be attained by providing them professional development programs like trainings, seminars and workshops. As the old saying goes, "you cannot give what you do not have". Programs for rebuilding competencies are a must to support teachers' needs. Second, the need to be well- motivated by acknowledging their self-worth. Teachers need to feel that they can be trusted as the major actor in the teaching-learning process. Acknowledging can be in the form of gesture, word of praise or award. And third, the need for support in all their academic endeavors.

Considering the need to improve the 21<sup>st</sup> - century skills instruction of teachers, as a means of increasing students' achievements in order to cope up with global standards in education, this study will assess the self-efficacy of teachers, their collective trust to their superior and other stakeholders of the institution and the support of the school administration. It is in this context that this study will alight in order to generate data that will be utilized to devise a framework that will address issues that hamper student achievement and increase the level of 21st century skills instruction among teachers. Cognizant of the importance of this study on collective trust, self -efficacy, and 21<sup>st</sup> - century skills instruction of teachers, the researcher made a review of related literature for possible variables related to 21<sup>st</sup> - century skills instruction and several researches have shown the positive relation of self-efficacy to 21<sup>st</sup> - century skills, akin to the study of John Wilborn (2013) Teacher Self Efficacy: Common Core State Standards within a 21<sup>st</sup> - Century Skills Framework, Katherine Landon,(2019) Students Perception of Learning in the 21<sup>st</sup> - Century, Julia Geisel David (2018) A Study of K-12 Teachers' Perceptions of Teachers' Self efficacy in Relation to Instruction of 21<sup>st</sup> - Century Skills however, no match was found correlating 21<sup>st</sup> - century with collective trust. With these findings, the researcher conducted the study to investigate further the relationship of the above-mentioned variables and find out which of these variables predict 21<sup>st</sup> - century skills instruction of teachers.

This study focuses on determining the profile of teacher-respondents, their level of collective trust, self-efficacy, and 21<sup>st</sup> - century skills instruction likewise identifying the relationship among the variables. One hundred (100) teacher-respondents comprising the elementary, high school, college, and graduate school were assessed on their levels of collective trust, self-efficacy, and 21<sup>st</sup> - century skills instruction using scales presented in the instrumentation section of this study, while five hundred (500) student-respondents from the elementary, high school, college, and graduate school were assessed on the 21<sup>st</sup> - century skills instruction of their teachers.

### **Statement Of The Problem**

The main objective of this research study was to determine the levels of collective trust, self-efficacy, and 21<sup>st</sup> - century skills instruction of the teachers in a private institution. Specifically, this research sought answers to the following questions:

1. What is the profile of the teacher-respondents according to age, gender, highest educational attainment, and length of service?

2. What is the level of collective trust of the teacher-respondents along trust in the supervisor, colleagues, and clients?
3. What is the level of self-efficacy of the respondents along student engagement, instructional strategies, and classroom management?
4. What is the level of 21<sup>st</sup> - century skills instruction of the teacher-respondents along critical thinking, collaboration, communication, creativity and innovation, self-direction, global connection, local connection, and technology integration as assessed by the students and faculty member-respondents?
5. Is there significant relationship between the teacher-respondents' collective trust, self-efficacy, and 21<sup>st</sup> - century skills instruction?

### Methodology

This study employed the quantitative research. There were one hundred (100) teacher-respondents in this study. Data gathered were treated using frequency, percentage, mean and Pearson Moment correlation.

### Results And Discussion

#### *Profile of the teacher-respondents according to age, gender, highest educational attainment, and length of service*

**Table 1** Frequency and Percentage Distribution of the Respondents when Grouped According to Age

Age	Frequency	Percentage
20 – 30	45	45
31 – 40	16	16
41 – 50	24	24
51 – 60	12	12
61 and above	3	3
Total	100	100

The youngest respondent is 21 years old while the oldest respondent is 75 years old.

Of the 100 respondents who participated in the study, 45 respondents or 45% belongs to age 20-30, 16 respondents or 16% of the sample belong to age 31-40, 24 respondents or 24% falls under the 4-50 age range, 12 respondents or 12% belongs to age 51-60, 3 respondents or 3% of the sample belongs to age 61 and above.

This data indicate that respondents are dominated by young adults generally in the early stage of adulthood. A lower percentage or 9% of the respondents belongs to the old age.

**Table 2** Frequency and Percentage Distribution of the Respondents when Grouped According to Gender

Gender	Frequency	Percentage
Male	42	42
Female	58	58
Total	100	100

As reflected in table 3, out of 100 respondents who participated, 42 were male and representing 42% and 58 were female, representing 58% of the sample.

This finding picture the trend in the teaching profession where overwhelming majority of the school personnel are female. This data is consistent with DepEd reports that schools across the country are dominated by female teachers.

**Table 3** Frequency and Percentage Distribution of the Respondents when grouped According to Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Bachelor	57	57
Masters	37	37
Doctorate	6	6
Total	100	100

Out of the 100 respondents who participated 57 completed a Bachelor's degree representing 57% of the sample. Thirty-seven respondents completed their Master's degree representing 37% of the sample. Six respondents completed their Doctoral degree representing 6% of the sample. The description of highest educational attainment is reported in table 3.

The table reveals that the respondents are dominated by bachelor's degree holder (57) which is the minimum requirement to be in the teaching profession. Teachers who fall under this category mostly are new teachers who are still struggling to acquire experience and skills in the field. Their focus is their preparedness to assume academic roles and responsibilities that enrolling in the graduate studies is slightly not a priority. Furthermore, most of the respondents applied for jobs after college than pursuing their master's degree to earn.

As can be gleaned from table 4, of the total sample, 51 respondents have been serving the institution for 6 months to 5 years, 14 respondents fall under the range between 10 to 15 years, 13 respondents belong to the bracket of 11 to 15 years, 5 respondents belong to the range between 16 to 20 years representing 5% of the sample, 5 respondents too under the 21 to 25 years range representing 5% of the sample, 7 respondents belong to 26 to 30 years range representing 7% of the sample and 5 respondents fall under the range 31-35 years representing 5% of the sample.

**Table 4** Frequency and Percentage Distribution of the Respondents when Grouped According to Length of Service

Length of Service	Frequency	Percentage
6 months to 5 years	51	51
5 – 10 years	14	14
11 – 15 years	13	13
16 - 20 years	5	5
21 – 25 years	5	5
26 – 30 years	7	7
31 – 35 years	5	5
Total	100	100

This proves that more than one half (51%) of the respondents are new in the service. With the expanded compensation program of the government for public school teachers, private schools could hardly keep good teachers for more than five years. This affirms the statement of Prospero de Vera, CHED officer-in-charge that many private Higher Education Institutions (HEI's) are "losing their good faculty" to State Universities and Colleges (SUC's) because they cannot keep up with the salaries being offered by public HEI's. This is also true in the basic education for DepEd schools. This ascertains that the institution serves as a training ground for government institutions in the province.

***Level of collective trust of the faculty members along trust in the supervisor, colleagues, and clients***

**Table 5** Level of Collective Trust of the Respondents

Collective Trust	Weighted Mean	Standard	Qualitative
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		Deviation	Description
Trust in the Supervisor	4.13	0.37	Somewhat High
Trust in the Colleagues	4.68	0.51	High
Trust in the Clients	4.71	0.50	High
Overall Mean	4.51	0.40	High

Table 5 summarizes the level of collective trust among respondents. Trust of the respondents in the supervisor is high as it obtained a mean score of 4.13 and a standard deviation of 0.37.

***Level of self-efficacy of the respondents along student engagement, instructional strategies and classroom management***

**Table 6 Level of Self-efficacy of the Respondents**

Self-efficacy	Mean	Standard Deviation	Qualitative Description
Student Engagement	7.84	0.95	High
Instructional Strategies	7.96	0.91	High
Classroom Management	7.87	0.97	High
Overall Mean	7.89	0.90	High

Table 6 bares the level of self-efficacy of the respondents. Student engagement as an indicator of teacher's self- efficacy got a mean score of 7.84. The degree to which students engage in learning depends much on teachers' pedagogical practices. Effective teachers promote student engagement.

Instructional strategies on the other hand, posted a mean score of 7.96. Using a variety of instructional strategies for teachers is vital. It supports the multiple intelligences theory of Gardner that a one-size-fits-all approach to education will invariably leave some students behind. For this matter, the teacher needs to employ varied teaching strategies to cater to the capabilities, weaknesses, needs, and interests of the learners to help students improve their performance in class.

Classroom management level of the respondents is high (7.87). Having an effective classroom management skill supports the teacher in delivering learning content to class. Effective classroom management starts with relationship building. Teachers should be equipped with classroom management skills vital to students' performance.

This concludes that the self-efficacy level of the respondents is predominantly high. Having a high level of self-efficacy means that teachers are able to foster critical thinking, enthusiasm, confidence, innovativeness, creativity and value learning in their classes.

***Level of 21<sup>st</sup> - century skills instruction of the respondents along critical thinking, collaboration, communication, creativity and innovation, self-direction, global connection, local connection, and technology integration as assessed by the students and faculty member- respondents***

**Table 7 Level of 21<sup>st</sup> - Century Skills Instruction of the Faculty Member-Respondents as assessed by themselves and their students**

21 <sup>st</sup> Century Skills	Faculty Members	Students	Overall Mean	Qualitative Description
Critical Thinking skills	3.85 High	3.72 High	3.79	High
Collaboration skills	3.74 High	3.62 High	3.68	High
Communication	3.70	3.77	3.66	High

skills	High	High		
Creativity and Innovation skills	3.83 High	3.66 High	3.74	High
Self-direction skills	3.83 High	3.66 High	3.51	High
Global Connection skills	3.47 High	3.55 High	3.50	High
Local Connection skills	3.46 High	3.55 High	3.83	High
Technology Integration skills	3.95 High	3.71 High	3.69	High
Overall Mean	3.73 High	3.65 High	3.80	High

As gleaned in table 7, the level of 21<sup>st</sup> - century skills instruction of the faculty members along critical thinking, collaboration, communication, creativity and innovation, self-direction, global connection, local connection and technology integration was high with an over-all mean of 3.80.

The high level of the teachers' 21<sup>st</sup> - century skills indicates that they are ready to provide relevant education to meet the challenges and opportunities of today's world. This means that the teachers are capable of translating knowledge and skills to students to make them successful both in work and real-life situations.

In conclusion the overall mean score of the eight components of 21<sup>st</sup> - century skills instruction of teachers perceived by both teachers and students generated a mean score of 3.80 described as high. As a whole, the teachers are equipped with 21<sup>st</sup> - century skills which are essential in providing quality educational services to students. In particular, these teachers demonstrate critical thinking skills, they collaborate with students and other employees, they are properly communicated with the present trends and information related to the practice of the teaching profession, they are creative and innovative in providing teaching practices, they can work independently and can make better decisions with their own, they are concerned with the global issues, they are highly aware of their cultures and the culture of their students in the class, and they extensively use technology as a tool for learning.

***Relationship among the teacher-respondents' collective trust, self-efficacy, and their 21<sup>st</sup> - century skills***

**Table 8 Pearson Correlation Coefficient and Significant Value of the Relationship among the Teachers' Collective Trust, Self- Efficacy and their 21<sup>st</sup> Century Skills.**

Variables Correlated	Pearson r	p-value	Remark
Collective Trust and Self- Efficacy	.326**	.001	Significant
Collective Trust and 21 <sup>st</sup> Century Skills	.441**	.000	Significant
Self-Efficacy and 21 <sup>st</sup> Century Skills	.292**	.003	Significant

\*\* . Correlation is significant at the 0.01 level

Table 8 shows that there is significant relationship between the teachers' collective trust, self-efficacy, and their 21<sup>st</sup> - century skills. This means that if teachers trust their supervisors, colleagues and clients, they are more likely to be competent in their 21<sup>st</sup> - century skills needed to succeed in today's world. This suggests that there is positive correlation between these three factors and they may reinforce each other.

When teachers have collective trust, they feel comfortable sharing ideas and collaborating with each other, which can lead to better teamwork and communication. This in turn, can improve their self-efficacy, which is the belief in their own ability to succeed. When teachers have high self-efficacy, they are more likely to take on new challenges, adapt to new situations, and learn new things.

Additionally, 21<sup>st</sup> - century skills are essential for students to succeed in the modern world. When teachers have high levels of collective trust and self-efficacy, they are more likely to possess these skills and be able to effectively teach them to their students.

Overall, the relationship between teachers' collective trust, self-efficacy and 21<sup>st</sup> - century skills is significant because it suggests that these factors can work together to create a positive learning environment for both teachers and students.

### Conclusions

Based on the significant findings of the study, the following conclusions were obtained:

1. The respondents in this study are generally in the stage of early adulthood. There are more females than males by 16%. The respondents are dominated by bachelor's degree holders, a few masters' degree holders and those who hold key positions are the only ones with doctorate degree or who have units in Ph.D. or Ed.D. More than one half of the respondents are new in the service. The rest have been in the academe for about 10 to 35 years.
2. The respondents possess a high level of collective trust toward their principal/dean, colleagues and clients.
3. The respondents manifested a high level of self-efficacy along the three components- student engagement, instructional strategies and classroom management.
4. The respondents displayed a consistent high level of 21<sup>st</sup> - century skills instruction along-critical thinking, collaboration, communication, creativity and innovation, self-direction, global connection, local connection, and technology integration as assessed by themselves and their students.
5. The relationship among the respondents' collective trust, self-efficacy and 21<sup>st</sup> – century skills instruction is significant.

### Recommendations

In the light of the foregoing significant findings and conclusions in this study, the following recommendations are offered:

1. Since most of the teacher-respondents are dominantly young and most of them are new in the service, it is concluded that teacher turn over in the institution is high. It is therefore recommended that the institution continuously provide avenues for the development of 21<sup>st</sup> -century skills instruction of its faculty especially for new employees.
2. Respondents of the study possess a high level of collective trust toward their supervisor, colleagues and clients, therefore a need to sustain the high level by institutionalizing seminars and trainings is recommended.
3. Since the respondents' self-efficacy level is high, it is then recommended to the school entities to sustain or elevate the level of efficacy of teachers by constantly monitoring them through close supervision, mentoring and by providing opportunities for their professional growth.
4. The constant high level of 21<sup>st</sup> - century skills instruction of the teachers indicates an impression that teachers are assets of the institution. For that matter, it is recommended that school administration should design a program to hold their teachers from transferring to other schools

by increasing their salaries and benefits, strengthening their faculty development program to cater to the professional development of the teachers likewise, to draft a plan to sustain the high levels of 21<sup>st</sup> - century skills instruction of teachers.

5. Since there is significant relationship in the respondents' collective trust, self-efficacy and 21<sup>st</sup> - century skills instruction, school administration should create an environment where teachers feel comfortable sharing ideas, asking for help, and collaborating with each other such as regular team-building activities, peer mentoring, or professional development programs. They should also provide programs that focus on building specific skills and providing teachers with opportunities to take on leadership roles within the school or community. Lastly, school administrators should also provide trainings and support in 21<sup>st</sup> - century skills instruction and to encourage teachers to incorporate these skills into their teaching practices.

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