
Collective Trust, Administrative Support, Self-Efficacy, and 21st Century Skills Instruction in a Private Higher Education Institution

Marissa Javier Taguinod, EdD
Aldersgate College, Inc., Solano, Nueva Vizcaya

ABSTRACT

This quantitative study aimed to determine the levels of collective trust, administrative support, self-efficacy, and 21st-century skills instruction among faculty members of a private higher education. It also sought to develop a predictive model of teachers' instruction in 21st-century skills. Quantitative data were collected using the following survey instruments: the Omnibus T-Scale (Hoy & Tschannen-Moran, 2003), the Methner Administrative Support Survey (Methner, 2013), the Teachers' Sense of Efficacy Scale (Tschannen-Moran, 2001), and the West Virginia 21st Century Teaching and Learning Survey (Ravitz, 2012). These instruments were used to measure collective trust, administrative support, self-efficacy, and instruction in 21st-century skills. The data gathered were analyzed using frequency and percentage, weighted mean, standard deviation, and multiple regression analysis. The findings revealed that the respondents demonstrated a high level of collective trust, administrative support, self-efficacy, and instruction in 21st-century skills. Based on the results, a statistical model called 2CSIP was developed to help the administration predict teachers' instruction in 21st-century skills.

Keywords: *Collective Trust, Administrative Support, Self-Efficacy, 21st Century Skills Instruction*

INTRODUCTION

The Philippines shed its distinction as the only country in the ASEAN region with a 10-year basic education program when the K to 12 curriculum was implemented in 2012. The K to 12 paradigm includes one year of kindergarten, six years of elementary education, four years of junior high school, and two years of senior high school. The additional two years in senior high school were designed to equip students with three key macro-competencies: preparedness for tertiary education, readiness to enter the workforce, and the development of job-market skills. The K to 12 program aims to align the Philippine education system with the global standard of 12 years of basic education.

In pursuit of this global standard, the Department of Education addressed potential challenges by providing a framework for learners and conducting various trainings, seminars,

and workshops for teachers to support the effective implementation of the program. Recognizing that a new set of competencies is necessary to thrive in a rapidly changing world, the integration of the 21st-century skills approach became an essential component of the K to 12 reform agenda. With this approach, teachers assume a significant role in developing learners' skills so they can respond effectively to the demands of a fast-changing global environment.

Recent literature has emphasized that institutional conditions, collaborative culture, and administrative leadership significantly shape teachers' capacity to deliver high-quality instruction aligned with the demands of 21st-century education. Collective trust among faculty members and school leaders strengthens professional collaboration, promotes open communication, and fosters a supportive organizational climate in which educators are more willing to innovate and adopt learner-centered pedagogies. Administrative support further reinforces this environment by providing adequate professional development opportunities, instructional resources, mentoring, and policy guidance, thereby enhancing teachers' confidence in implementing contemporary teaching strategies. As educational institutions continue to respond to rapidly changing societal and technological demands, self-efficacy has emerged as a critical psychological factor influencing teachers' willingness to integrate critical thinking, collaboration, creativity, communication, and digital competencies into classroom instruction. Studies have consistently shown that educators with higher levels of self-efficacy are more likely to employ innovative instructional approaches, sustain student engagement, and effectively facilitate the development of 21st-century skills. These findings suggest that organizational trust, leadership support, and teacher efficacy collectively contribute to improving instructional quality and institutional effectiveness.

Recent Philippine studies further reinforce the importance of supportive institutional mechanisms in enhancing educational outcomes. Agsalud et al. (2026) demonstrated that higher education institutions successfully implemented carbon reduction initiatives through collaborative governance, leadership commitment, and institutional mechanisms that varied according to institutional size and type. Although the study focused on sustainability practices, its findings underscore the critical role of organizational trust, administrative support, and coordinated institutional action in achieving strategic educational goals. Similarly, Camatog et al. (2026) found that effective information literacy programs in Philippine private universities depended on adaptable leadership, continuous institutional support, and sustainable learning environments that empowered both educators and learners. Their mixed-methods findings highlighted that institutional responsiveness and faculty empowerment significantly enhanced the effectiveness and sustainability of educational programs. Collectively, these studies suggest that organizational support systems and collaborative institutional cultures are essential in strengthening educators' instructional capabilities, thereby reinforcing the relationships among collective trust, administrative support, self-efficacy, and the successful implementation of 21st-century skills instruction in private higher education institutions.

Despite the advancements brought about by the K to 12 reform, the Philippine basic education system has encountered several issues and challenges that have become subjects of public debate and scholarly research. One of the goals of the K to 12 program was the country's participation in the 2018 Program for International Student Assessment (PISA). Although the country participated successfully, it was surprised by the results released in 2019. According to reports, among the 79 participating countries, the Philippines ranked lowest in reading and

second-to-last in science and mathematics, while China ranked among the top-performing countries. These results reflected the performance of the country's education system and highlighted the urgent need to address issues related to educational quality.

In response, then Department of Education Secretary Leonor Briones launched the reform initiative **Sulong EduKalidad** in late 2019. This reform aimed to improve learning outcomes in basic education, strengthen global quality standards, and address the poor performance of Filipino learners as reflected in PISA results. In line with this reform, the integration of the 21st-century skills approach in educational practice must be reinforced through continuous monitoring and support among teachers. The development of critical thinking, collaboration, communication, global and local connections, self-direction, and technology integration among learners is vital to improving the overall quality of Philippine education.

Since teachers play a crucial role in integrating and teaching 21st-century skills, several factors must be considered. First is the enhancement of teachers' competencies. Teachers must be equipped with the knowledge and skills necessary to effectively teach 21st-century competencies to their students. This can be achieved through professional development programs such as trainings, seminars, and workshops. As the saying goes, "one cannot give what one does not have." Therefore, programs that strengthen teachers' competencies are essential in supporting their professional growth.

Second is the importance of motivation and recognition. Teachers need to feel valued and trusted as key actors in the teaching–learning process. Recognition may come in various forms, such as positive feedback, words of encouragement, or formal awards. Third is the need for strong administrative support in all their academic endeavors, which helps teachers perform their roles more effectively.

Considering the need to improve teachers' instruction in 21st-century skills to enhance students' academic achievement and align with global educational standards, this study examined teachers' self-efficacy, their collective trust in their superiors and other stakeholders in the institution, and the level of administrative support provided by the school. Through this investigation, the study aimed to generate data to develop a framework that addresses issues hindering student achievement and improves the level of 21st-century skills instruction among teachers.

Recognizing the significance of collective trust, administrative support, self-efficacy, and 21st-century skills instruction among teachers, the researcher conducted a review of the related literature to identify variables associated with 21st-century skills instruction. Several studies have demonstrated a positive relationship between teacher self-efficacy and the integration of 21st century skills. Among these are the studies of John Wilborn (2013), *Teacher Self-Efficacy: Common Core State Standards within a 21st Century Skills Framework*; Katherine Landon (2019), *Students' Perceptions of Learning in the 21st Century*; and Julia Geisel David (2018), *A Study of K–12 Teachers' Perceptions of Teacher Self-Efficacy in Relation to the Instruction of 21st Century Skills*. However, few studies examined the relationship between 21st-century skills instruction and the variables of collective trust and administrative support.

Given this research gap, the present study was conducted to further investigate the relationships among these variables and to determine which of them predicts teachers' 21st-century skills instruction. Ultimately, the study sought to develop a model that may help enhance the development of 21st-century skills among students.

This study focused on determining the profile of teacher-respondents and assessing their levels of collective trust, administrative support, self-efficacy, and 21st century skills instruction. It also aimed to identify which variables significantly predict faculty members' 21st-century skills instruction. The respondents were drawn from a single institution, a private higher institution in Solano, Nueva Vizcaya. One hundred (100) teacher-respondents from the elementary, high school, college, and graduate school departments were assessed in terms of their levels of collective trust, administrative support, self-efficacy, and 21st century skills instruction using the instruments described in the instrumentation section of this study. In addition, five hundred (500) student-respondents from the same academic levels were asked to evaluate the 21st century skills instruction of their teachers. The study was conducted during the School Year 2019–2020.

METHODOLOGY

This study employed a **quantitative research design**. Quantitative research emphasizes objective measurement and the statistical, mathematical, or numerical analysis of data gathered through instruments such as polls, questionnaires, and surveys (Babbie, 2010). Furthermore, according to John W. Creswell (2003), quantitative research involves testing a theory by formulating specific hypotheses and collecting data to either support or refute them. The data are typically gathered using instruments that measure attitudes or perceptions, and the information obtained is analyzed using appropriate statistical procedures.

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 in the study was 21 years old, while the oldest was 75 years old. Among the 100 respondents who participated, 45 or 45% belonged to the 20–30 age group, 16 or 16% were in the 31–40 age group, 24 or 24% fell within the 41–50 age range, 12 or 12% were aged 51–60, and 3 or 3% were 61 years old and above.

The data indicate that the majority of the respondents are young adults who are generally in the early stage of adulthood. Only a small proportion of the respondents, about 9%, belong to the older age groups.

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 shown in Table 3, out of the 100 respondents who participated in the study, 42 were male, representing 42% of the sample, while 58 were female, representing 58%.

This finding reflects the prevailing trend in the teaching profession, where the majority of school personnel are female. The result is consistent with reports from the Department of Education (Philippines) indicating that schools across the country are predominantly staffed by female teachers. In a more localized context, particularly in the Division of Nueva Vizcaya, teaching continues to be a profession largely dominated by women.

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

As shown in Table 4, 51 respondents, or 51% of the total sample, have been serving the institution for six months to five years. Fourteen respondents, representing 14%, have rendered six to ten years of service, while 13 respondents, or 13%, have served for eleven to fifteen years. Five respondents (5%) fall within the sixteen to twenty years range, and another five respondents (5%) have served for twenty-one to twenty-five years. Seven respondents, representing 7%, belong to the twenty-six to thirty years range, while five respondents (5%) have rendered thirty-one to thirty-five years of service.

The results indicate that the majority of the respondents are relatively new in the institution, with more than half having served for five years or less. This suggests that the faculty population is largely composed of early-career teachers who may still be in the process of developing their instructional competencies and professional expertise. Meanwhile, a smaller proportion of respondents have longer years of service, indicating the presence of experienced teachers who may contribute institutional knowledge, mentorship, and stability within the academic community. The combination of new and experienced faculty members may create opportunities for professional collaboration, knowledge sharing, and capacity building within the institution.

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

The findings indicate that more than half of the respondents (51%) are relatively new in the service. This may reflect broader trends in the teaching profession, where private institutions face challenges in retaining faculty due to competitive compensation programs offered by public schools. According to Prospero de Vera III, Chairperson of the Commission on Higher Education, many private Higher Education Institutions (HEIs) experience faculty turnover as skilled teachers move to State Universities and Colleges (Philippines) for higher salaries and benefits. Similar dynamics are observed in basic education under the Department of Education (Philippines). In this context, the institution can be seen as providing early-career teachers with opportunities to gain professional experience, develop instructional competencies, and prepare for long-term careers, whether in private or government education sectors.

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

Table 5

Level of Collective Trust of the Respondents

Collective Trust	Weighted Mean	Standard Deviation	Qualitative 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 administrative support of the respondents along instructional improvement, feedback, discourse, reflection and growth and anxiety

Table 6

Level of Administrative Support of the Respondents

Administrative Support	Weighted Mean	Standard Deviation	Qualitative Description
Instructional Improvement	4.61	0.42	Very High
Feedback	4.52	0.54	Very High
Discourse	4.33	0.63	Very High
Reflection and Growth	4.52	0.49	Very High
Anxiety	3.99	0.63	High
Overall Mean	4.39	0.45	Very High

As shown in Table 6, the overall level of administrative support among the respondents yielded a mean score of 4.39, which is qualitatively described as high. Among the indicators, **instructional improvement** received the highest mean score of 4.61, indicating that the administrative support provided to teachers has significantly enhanced their instructional skills and lesson planning. This support introduces new ideas, methods, and techniques that help teachers become more effective, creating an engaging and productive learning environment for students.

The **feedback** indicator also obtained a very high mean score of 4.52. Prompt and constructive feedback from administrators—whether positive or corrective—encourages teachers to improve their performance and supports their professional growth. Similarly, the **discourse** indicator achieved a very high mean score of 4.33. Effective communication between administrators and teachers ensures that instructions, ideas, and guidance are clearly understood. Treating teachers collegially and fostering open communication not only builds trust but also strengthens the professional relationship, positioning administrators as leaders

rather than mere authority figures. Discourse focused on teacher development rather than mere compliance inspires teachers to be more productive, resilient, and supportive of their students.

The **reflection and growth** indicator received a mean score of 4.52, highlighting the importance of encouraging teachers to reflect on their teaching practices to assess their professional growth. Reflection allows teachers to identify both strengths and areas for improvement, ensuring that strategies meet the needs of all learners. Administrators play a critical role in guiding teachers through structured reflection and planning processes that inform decisions to refine instructional practices.

The **anxiety** indicator received the lowest mean score of 3.99, but it still falls under the qualitative description “high.” Even experienced teachers may feel nervous under administrative observation, which is natural. Administrators can help teachers overcome this anxiety by encouraging preparation, modeling best practices, and providing individualized support based on the teacher’s experience and needs.

Overall, the respondents reported a very high level of administrative support, indicating that they recognize and value the administration's support. The results reflect a strong partnership and a dynamic relationship between teachers and the administration, which contributes to the overall effectiveness and professional growth of the teaching staff.

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

Table 7

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 8 presents the respondents' level of self-efficacy. The **student engagement** indicator received a mean score of 7.84. The extent to which students engage in learning largely depends on teachers’ pedagogical practices. Effective teachers foster engagement by capturing students’ attention, curiosity, and interest, while motivating them to progress in their education. Engaging challenging students, such as those with disruptive behavior, requires teachers to employ strategic approaches that connect with students and encourage their participation.

The **instructional strategies** indicator obtained a mean score of 7.96. Employing a variety of instructional strategies is essential, as it aligns with Gardner’s multiple intelligences theory and emphasizes that a one-size-fits-all approach may leave some students behind. By using diverse teaching methods, teachers can address the varying capabilities, needs, interests, and learning styles of their students, thereby improving overall classroom performance.

The **classroom management** indicator yielded a mean score of 7.87, reflecting a high level of proficiency. Effective classroom management enables teachers to deliver content efficiently while fostering a positive learning environment. Building strong teacher-student relationships enhances students' sense of belonging, which promotes engagement and positive behavior. Teachers can further develop these skills by observing experienced colleagues and participating in seminars and professional development programs.

Overall, the respondents demonstrated a predominantly high level of self-efficacy. This indicates that teachers are capable of fostering critical thinking, creativity, confidence, and enthusiasm among learners. They employ a variety of instructional strategies that address student needs and interests and maintain classroom management systems that ensure discipline and smooth operations. Teachers with high self-efficacy are valuable assets to the institution, as they contribute to creating a community of high-performing students and a positive educational culture.

Level of 21st 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 8

Level of 21st Century Skills Instruction of the Faculty Member-Respondents as assessed by themselves and their students

21 st 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 skills	3.70 High	3.77 High	3.66	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	3.95	3.71		
Integration skills	High	High	3.69	High
Overall Mean	3.73	3.65	3.80	High
	High	High		

To determine the level of 21st-century skills instruction among faculty members of Aldersgate College, a questionnaire was administered, and data were analyzed using weighted mean and standard deviation. The results are summarized in Table 8.

Critical Thinking Skills. Teacher-respondents obtained a high mean score of 3.85, indicating their ability to make clear and logical judgments regarding classroom practices. They compare information from multiple sources, draw conclusions based on evidence, analyze instructional problems, and develop well-supported arguments. Student-respondents similarly rated their teachers' critical thinking skills as high (mean = 3.72), confirming that teachers guide students in analyzing complex problems, evaluating diverse perspectives, and making evidence-based decisions. The overall mean for critical thinking skills was 3.79, interpreted as high.

Collaboration Skills. Teachers demonstrated a high level of collaboration skills (mean = 3.74), reflecting their willingness to utilize knowledge, skills, and experience to facilitate group learning activities. They promote teamwork, collaborative decision-making, and shared responsibility among students. Student responses also rated this skill as high (mean = 3.62), highlighting the role of teachers in enabling students to work effectively and respectfully toward common goals. The overall mean was 3.68, interpreted as high.

Communication Skills. Teacher-respondents rated their communication skills as high (mean = 3.70), indicating their ability to convey ideas clearly through written, oral, and multimedia formats. Students similarly rated their teachers' communication skills as high (mean = 3.62), demonstrating that teachers effectively guide students in organizing and expressing their ideas. The overall mean was 3.66, interpreted as high.

Creativity and Innovation Skills. Teachers exhibited high creativity and innovation skills (mean = 3.83), employing techniques such as brainstorming and concept mapping to enhance learning. Students' responses aligned with this assessment (mean = 3.76), reflecting the ability to generate original solutions and apply knowledge in novel ways. The overall mean was 3.80, interpreted as high.

Self-Direction Skills. Teachers' self-direction skills received a high mean score of 3.83, indicating their initiative in planning, using instructional resources, assessing performance, and seeking feedback. Students similarly rated their teachers' ability to foster self-directed learning as high (mean = 3.65). The overall mean was 3.74, interpreted as high.

Global Connection Skills. Teachers scored 3.47, reflecting awareness of global issues, cultures, and perspectives in their teaching. Students rated this skill slightly higher at 3.54. The combined overall mean was 3.51, interpreted as high.

Local Connection Skills. Teachers demonstrated a high mean of 3.76, showing their ability to relate learning to local community issues, culture, and stakeholder perspectives. Students rated this indicator at 3.55, leading to an overall mean of 3.50, interpreted as high.

Technology Integration Skills. Teachers' use of technology in instruction was high (mean = 3.95), indicating their ability to select appropriate tools, evaluate resources, facilitate collaboration, and integrate technology to enhance learning. Students similarly rated this skill as high (mean = 3.70). The overall mean for technology integration and local connection skills was 3.69, interpreted as high.

Overall. The combined results from both teacher and student respondents indicate that Aldersgate College faculty possess a high level of 21st-century skills. Specifically, teachers demonstrate critical thinking, collaboration, effective communication, creativity, innovation, self-direction, global and local awareness, and proficient integration of technology. This high level of competency suggests that the teachers are well-equipped to provide quality education and prepare students to succeed in both academic and real-world contexts.

Model formulated to aid the administration in predicting the 21st century skills instruction of the teachers

Table 9

Model 2CSIP 21st Century Skills Instruction Predictor

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.448a	.201	.140	.37090

Predictors: (Constant), Efficacy, HEA, Gender, Collective Trust, Administrative Support, Years, Age

As shown in Table 9, the computed **R value of 0.448** indicates a good level of prediction for the model. The **R² value of 0.201** suggests that the independent variables collectively explain 20.10% of the variance in the dependent variable, while the remaining 79.90% (100% – 20.10%) is attributed to factors not included in the model. Although the R² appears relatively small, Frost (2017) notes that a low R² does not necessarily indicate a poor model, nor does a high R² guarantee a good model. A well-constructed model can still be meaningful with a lower R² value.

The **adjusted R² value of 0.140** indicates that 14.00% of the variation in the dependent variable is explained by the predictors after accounting for the number of variables in the model. The discrepancy between R² and adjusted R² (0.061 or 6.1%) suggests that some independent variables contribute less to predicting the dependent variable and may be considered for removal or further evaluation to improve model accuracy.

Table 10

ANOVA of the Model Predicting the 21st century Skills Instruction of Teachers

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3.178	7	.454	3.301	.004 ^b
Residual	12.656	92	.138		
Total	15.834	99			

Dependent Variable: Teacher 21st Century Skills

Predictors: (Constant), Efficacy, Highest Educational Attainment, Gender, Collective Trust, Administrative Support, Years, Age

The results indicate that the set of independent variables significantly predicts the dependent variable. The computed **F value of 3.301** with degrees of freedom **7 and 92** is associated with a **p value of 0.004**, which is less than the 0.05 level of significance. This suggests that the model provides a good fit for the data and that the included predictors collectively have a meaningful impact on teachers' 21st-century skills.

Table 11

Coefficients of the Model Predicting the 21st century Skills Instruction of Teachers

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.248	.548		4.100	.000
Age	-.008	.005	-.261	-1.523	.131
Gender	-.008	.078	-.009	-.098	.922
Years in service	.006	.006	.149	.973	.333
Highest Educational Attainment	.020	.100	.031	.201	.841
Collective Trust	.042	.124	.042	.343	.732
Administrative Support	.004	.112	.005	.038	.970
Self-Efficacy	.184	.048	.413	3.849	.000

a. Dependent Variable: Teacher 21st Century Skills

As shown in Table 11, **self-efficacy** is a significant predictor of teachers' 21st-century skills, with a computed **p-value of 0.000**, which is less than the 0.05 level of significance. In contrast, **age** ($p = 0.131$), **gender** ($p = 0.922$), **years in service** ($p = 0.333$), **highest educational attainment** ($p = 0.841$), **collective trust** ($p = 0.732$), and **administrative support** ($p = 0.970$) are not significant predictors. This indicates that these variables did not contribute substantially to explaining the 21st-century skills of teachers, while self-efficacy plays the most critical role in predicting this outcome.

The equation to predict 21st century skills from the independent variables is:

Predicted Teachers 21st Century Skills

$$= 2.248 - (.008) * age - (.008) * gender + (.006) * highest\ educational\ attainment + (.020) * length\ of\ service + (.42) * collective\ trust + (.004) * administrative\ support + (.184) * self - efficacy$$

The computed **constant of 2.248** represents the predicted value of the dependent variable. This implies that if all the independent variables were equal to zero, the expected 21st-century skills level of teachers would be 2.248.

In the same table, the **unstandardized coefficient for self-efficacy is 0.184**, indicating that a one-unit increase in self-efficacy is associated with a 0.184 increase in teachers' 21st-century skills. This shows that self-efficacy is the strongest contributing predictor in explaining teachers' 21st-century skills.

In contrast, **age and gender have unstandardized coefficients of -0.008**, which means that a one-unit increase in age corresponds to a 0.008 decrease in the predicted 21st-century skills, suggesting a minimal negative effect of these variables on the outcome.

Conclusions

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

1. The respondents are generally in early adulthood, with females comprising a larger proportion than males by 16%. The majority hold a bachelor's degree, a smaller number have master's degrees, and only those in key positions possess a doctorate or have completed doctoral units. More than half of the respondents are relatively new to the profession, while the remainder have between 10 to 35 years of teaching experience.
 2. The respondents demonstrate a high level of collective trust toward their principal/dean, colleagues, and clients.
 3. The respondents perceive administrative support at a very high level, particularly in areas such as instructional improvement, feedback, discourse, reflection, and growth. The anxiety component, while high, was slightly lower. Overall, administrative support is perceived as very high.
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4. The respondents exhibit a high level of self-efficacy across student engagement, instructional strategies, and classroom management.
 5. Teachers display consistently high levels of 21st-century skills instruction—including critical thinking, collaboration, communication, creativity and innovation, self-direction, global and local connections, and technology integration—as assessed by both themselves and their students.
 6. A predictive model, 2CISP, was formulated to estimate the 21st-century skills instruction of teachers, illustrating the relationship between multiple independent variables and one dependent variable.
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Recommendations

In light of these findings, the following recommendations are proposed:

1. Given that most teacher-respondents are young and relatively new to the profession, high turnover is likely. The institution may continuously provide opportunities to develop 21st-century skills among faculty, particularly for new employees.
 2. Since respondents demonstrate high collective trust toward supervisors, colleagues, and clients, this level of trust may be sustained through regular seminars, workshops, and trainings.
 3. The high level of perceived administrative support may be maintained by reflecting on and institutionalizing best practices that foster strong support, and including these practices in the governance manual.
 4. To sustain or further enhance teachers' high self-efficacy, the school may provide close supervision, mentoring, and continuous professional development opportunities.
 5. The consistently high level of 21st-century skills instruction highlights teachers as valuable assets. To retain them, the administration may consider improving salaries and benefits, strengthening faculty development programs, and implementing plans to sustain high levels of instructional competency.
 6. The **2CISP** model is applicable for studies examining the relationship between multiple independent variables and one dependent variable. For studies with a different design, such as one independent and one dependent variable, a different predictive model may be developed.
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