
Communication Arts Teachers' 21st Century Skills, Readiness and Acceptance: A Basis for a Professional Development Program

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ABSTRACT

This study examined the skills readiness and attitudes of Communication Arts teachers at Aldersgate College, Inc. toward the implementation of 21st-century learning, as perceived by both full-time Communication Arts teachers and Communication Arts teachers with administrative position. Employing a descriptive-comparative research design, the study analyzed demographic profiles, readiness levels, and acceptance dispositions using descriptive and inferential statistics, including the Mann-Whitney U and Kruskal-Wallis H tests. Results revealed that the majority of teachers were young, female, and held bachelor's degrees with master's units, reflecting a developing yet academically prepared teaching force. Both teachers and administrators perceived a very high level of skills readiness, particularly in creativity, innovation, collaboration, communication, and technology integration. Similarly, teachers exhibited very high acceptance toward adaptability, initiative, and collaboration, signifying strong alignment with 21st-century pedagogical competencies. Inferential analyses indicated no significant differences in perceptions between teachers and administrators, nor across age, sex, or educational attainment, except for minor variations in problem-solving, flexibility, and diversity-related indicators. Findings affirm that Communication Arts educators at Aldersgate College are highly prepared and motivated to implement 21st-century learning but underscore the need for continuous professional development in digital literacy, assessment, and diversity-oriented instructional practices. The study concludes that sustained institutional support and targeted capacity-building programs are crucial for maximizing teacher readiness and ensuring effective 21st-century education delivery.

Key Words: Skills Readiness, Attitudes, Effectiveness, Collaboration, Technology Integration

INTRODUCTION

The demands of 21st-century education require teachers to go beyond content delivery and develop learners' critical thinking, creativity, collaboration, communication, and digital literacy skills. For Communication Arts teachers, this role is especially vital as they are responsible for developing students' language proficiency, literary understanding, media literacy, and communicative competence.

Teaching competency involves not only knowledge and instructional skills but also the ability to adapt to diverse learners, integrate technology, and respond to changing educational contexts. Effective teachers demonstrate pedagogical ability, creativity, innovation, and cultural competence, which are essential in preparing students for modern societal demands.

Despite the growing emphasis on 21st-century skills, challenges remain in ensuring that teachers are fully prepared and accepting of these new instructional expectations. Limited evidence exists on the

readiness and acceptance of 21st-century skills among Communication Arts teachers, particularly in higher education settings.

This study assessed the Communication Arts teachers' readiness and acceptance of 21st-century skills as basis for designing a professional development program aimed at strengthening instruction and supporting the institution's goal of becoming a 21st-century university.

METHODS

This study employed a descriptive-comparative-correlational research design to determine the Communication Arts teachers' skills readiness and acceptance of 21st-century skills, compare responses across profile variables, and examine relationships among variables. The study used a quantitative approach, employing a survey questionnaire without variable manipulation. The study was conducted at Aldersgate College, Inc., in Solano, Nueva Vizcaya, Philippines, during School Year 2023–2024. The respondents were 25 Communication Arts teachers, comprising full-time teachers and those in administrative positions from basic education to the college level. Total enumeration sampling was used due to the small population size. A three-part questionnaire was used to gather data, including respondents' demographic profiles, readiness for 21st-century competencies, and acceptance of 21st-century skills. The instruments were adapted from previous validated studies and measured using a five-point Likert scale. Permission to conduct the study was obtained from the school authorities, after which the questionnaires were personally distributed and collected to ensure a high response rate. Data were then encoded, tabulated, and analyzed. Statistical tools such as frequency, percentage, weighted mean, t-test, and Pearson Product-Moment Correlation were used using SPSS to analyze the data.

RESULTS AND DISCUSSION

Table 1

Demographic and Professional Profile of the Respondents

Profile of the Respondents	Category	f	%
Age	25-30 year old	12	48.00
	31-35 year old	3	12.00
	36-45 year old	4	16.00
	46-55 year old	4	16.00
	56-60 year old	2	8.00
Sex	Female	18	72.00
	Male	7	28.00
Educational Attainment	Bachelor's Degree Holder	2	8.00
	With Master's Degree Units	18	72.00
	Master's Degree Holder	3	12.00
	With Doctorate Degree Units	1	4.00
	Doctorate Degree Holder	1	4.00
Teaching Experience	10 years and below	13	52.00
	11-20 years	7	28.00
	21-30 years	3	12.00
	31-40 years	2	8.00

Table 1 shows that most respondents are aged 25–30 years (48.00%), female (72.00%), have master's degree units (72.00%), and have 10 years of teaching experience or less (52.00%), indicating a predominantly young and early-career faculty. Overall, the faculty is largely composed of young, female

educators with mostly graduate-level preparation and limited teaching experience. These findings support Darling-Hammond et al. (2017), who noted that early-career teachers are generally more open to innovation. They are also consistent with Feng et al. (2023) on female teachers' collaborative strengths and Graham et al. (2020), who emphasized the importance of continuous professional development over completed advanced degrees.

Table 2

Extent of Teachers' Skills Readiness in the Implementation of 21st-Century Teaching

Dimension	Mean	SD	Interpretation
Critical Thinking and Problem Solving	4.71	0.413	Very Much Ready
Communication Skills	4.84	0.305	Very Much Ready
Creativity and Flexibility	4.78	0.341	Very Much Ready
Collaboration	4.80	0.298	Very Much Ready
Information Literacy	4.63	0.409	Very Much Ready
Digital Literacy	4.65	0.389	Very Much Ready
Innovation Skills	4.67	0.373	Very Much Ready
Social Skills	4.78	0.469	Very Much Ready
Global Awareness	4.55	0.520	Very Much Ready
Overall Readiness	4.71	0.280	Very Much Ready

Legend: Very Much Ready (4.50 - 5.00); Ready (3.50 - 4.49); Moderately Ready (2.50 - 3.49); Slightly Ready (1.50 - 2.49); Not Ready (1.00 - 1.49)

Table 2 shows an overall readiness mean of 4.71 (SD = 0.280), interpreted as Very Much Ready, indicating a consistently high level of perceived preparedness among respondents across all dimensions. Among the indicators, Communication Skills obtained the highest mean (4.84), followed by Collaboration (4.80), both rated as Very Much Ready. The lowest mean was Global Awareness (4.55), which, although still Very Much Ready, showed the highest variability (SD = 0.520), suggesting less uniform confidence among respondents. Overall, the results indicate that Communication Arts teachers demonstrate strong readiness in 21st-century teaching skills, particularly in communication and collaboration, while global awareness appears to be a relative area for further strengthening. These findings are supported by Idrizi (2023), who emphasized that language teachers naturally develop strong communication and collaborative competencies due to the nature of their discipline. Likewise, Azarcon-Sanchez et al. (2024) reported high readiness levels among English language teachers in core 21st-century skills but noted comparatively weaker confidence in global-oriented competencies. Furthermore, Bolat and Deneme-Gençoglu (2024) found that targeted professional development significantly enhances teachers' perceived readiness across multiple skill domains.

Table 3

Extent of Teachers' Acceptance Toward the Implementation of 21st-Century Teaching

Dimension	Mean	SD	Interpretation
Flexibility and Adaptability	4.61	0.433	Very Great Extent
Initiative and Self Direction	4.74	0.418	Very Great Extent
Social and Cross-cultural Skills	4.68	0.497	Very Great Extent
Leadership and Responsibility	4.69	0.469	Very Great Extent
Communication	4.84	0.338	Very Great Extent
Creativity and Innovation	4.76	0.453	Very Great Extent

Critical Thinking and Problem Solving	4.82	0.372	Very Great Extent
Collaboration	4.85	0.339	Very Great Extent
Information Communication Technology	4.79	0.449	Very Great Extent
Overall Acceptance	4.75	0.340	Very Great Extent

Legend: Very Great Extent (4.50 - 5.00); Great Extent (3.50 - 4.49); Moderate Extent (2.50 - 3.49); Slight Extent (1.50 - 2.49); No Extent at All (1.00 - 1.49)

Table 3 shows an overall acceptance mean of 4.75 (SD = 0.340), interpreted as Very Great Extent, indicating a consistently strong positive disposition toward the implementation of 21st-century teaching across all dimensions.

Among the indicators, Collaboration obtained the highest mean (4.85), followed by Communication (4.84) and Critical Thinking and Problem Solving (4.82), all interpreted as Very Great Extent. The lowest mean was Flexibility and Adaptability (4.61), which, while still Very Great Extent, showed slightly higher variability among responses.

Overall, the results indicate that teachers exhibit a very high level of acceptance of 21st-century teaching, particularly in collaborative and communicative dimensions. These findings are supported by Utami et al. (2021), who reported strong teacher acceptance of 21st-century skills, especially in collaboration and communication. Similarly, Labisig and Baluyos (2024) emphasized that collaboration and communication are key indicators of positive teacher attitudes toward modern pedagogical frameworks. In addition, Stumbrienė (2023) noted that while acceptance is generally high, flexibility and adaptability often show slight variability among educators undergoing continuous instructional change.

Table 4

Teachers' Agreement Regarding the Effectiveness of 21st-Century Teaching in Language and Literature

Dimension	Mean	SD	Interpretation
Digital Literature and Technology Integration	4.46	0.492	Very Great Extent
Critical Thinking and Problem Solving	4.53	0.601	Very Great Extent
Creativity and Innovation	4.41	0.572	Very Great Extent
Collaboration and Communication	4.57	0.514	Very Great Extent
Adaptability and Life-long Learning	4.61	0.497	Very Great Extent
Student Engagement and Motivation	4.60	0.569	Very Great Extent
Assessment and Feedback	4.57	0.514	Very Great Extent
Self-Reflection and Growth	4.59	0.474	Very Great Extent
Overall Effectiveness	4.54	0.457	Very Great Extent

Legend: Strongly Agree (4.50 - 5.00); Agree (3.50 - 4.49); Moderate Agree (2.50 - 3.49); Disagree (1.50 - 2.49); Strongly Disagree (1.00 - 1.49)

Table 4 shows an overall effectiveness mean of 4.54 (SD = 0.457), interpreted as Strongly Agree, indicating that teachers generally view 21st-century teaching in language and literature as effective. Among the indicators, Adaptability and Life-long Learning obtained the highest mean (4.61), followed by Student Engagement and Motivation (4.60) and Self-Reflection and Growth (4.59), all interpreted as Strongly Agree. The lowest mean was Creativity and Innovation (4.41), interpreted as Agree. Overall, teachers strongly agree on the effectiveness of 21st-century teaching, particularly in adaptability and engagement, while creativity and innovation is a relatively weaker area. These findings align with Cabahug et al. (2024) and Buenvinida et al. (2020), who highlighted the effectiveness of 21st-century teaching in improving engagement and adaptability. However, Yulin and Danso (2025) noted that creativity and innovation remain less confidently implemented due to limited training and resources.

Table 5

One-way ANOVA Results in the Level of Teachers' Skills Readiness in the Implementation of 21st-Century Teaching when Grouped According to their Age Group

Dimension	F	P	Inference
Critical Thinking and Problem Solving	0.818	0.529	Retain H ₀
Communication Skills	0.646	0.636	Retain H ₀
Creativity and Flexibility	1.377	0.277	Retain H ₀
Collaboration	2.445	0.080	Retain H ₀
Information Literacy	0.602	0.665	Retain H ₀
Digital Literacy	2.190	0.107	Retain H ₀
Innovation Skills	2.238	0.101	Retain H ₀
Social Skills	1.844	0.160	Retain H ₀
Global Awareness	1.589	0.216	Retain H ₀
Overall Readiness	1.853	0.158	Retain H ₀

Table 5 shows that there are no significant differences in teachers' skills readiness across all nine dimensions and overall readiness when grouped according to age ($p > .05$). The overall readiness ($F = 1.853$, $p = .158$) confirms that age does not significantly influence teachers' perceived readiness in implementing 21st-century teaching. At the dimension level, all p-values are greater than .05, with Collaboration ($p = .080$) being the closest to significance, while Information Literacy ($p = .665$) shows the highest homogeneity across age groups. Overall, the results indicate that teachers across different age brackets demonstrate comparable levels of skills readiness in 21st-century teaching. These findings align with Esman, Bual, and Madrigal (2023), who reported no significant differences in teachers' 21st-century skills when grouped by age and related professional variables. Similarly, Villarba et al. (2023) emphasized that teacher readiness in digital and modern pedagogies is largely shaped by institutional training and support rather than age or years of service.

Table 6

Independent Samples t-test Results in the Level of Teachers' Skills Readiness in the Implementation of 21st-Century Teaching when Grouped According to their Sex

Dimension	F	p	Inference
Critical Thinking and Problem Solving	0.233	0.818	Retain H ₀
Communication Skills	1.303	0.205	Retain H ₀
Creativity and Flexibility	0.269	0.790	Retain H ₀
Collaboration	0.516	0.611	Retain H ₀
Information Literacy	1.904	0.069	Retain H ₀
Digital Literacy	0.914	0.370	Retain H ₀
Innovation Skills	-0.070	0.945	Retain H ₀
Social Skills	-0.037	0.971	Retain H ₀
Global Awareness	-1.688	0.105	Retain H ₀
Overall Readiness	0.366	0.718	Retain H ₀

Note. H_a: $\mu_{\text{Female}} \neq \mu_{\text{Male}}$

Table 6 shows that there are no statistically significant differences between male and female respondents across all nine dimensions and overall readiness ($p > .05$). The overall readiness result ($t = 0.366$, $p = .718$) confirms that both groups exhibit nearly identical levels of skills readiness in 21st-century teaching. At the dimension level, all variables also show non-significant results, with Information Literacy ($t = 1.904$, $p = .069$) being the closest to significance, while Innovation Skills and Social Skills show almost no difference between groups. Overall, the findings indicate that sex does not significantly influence teachers' skills readiness in implementing 21st-century teaching. These findings are consistent with Scherer and Siddiq (2023), who reported that gender differences in teacher readiness are generally negligible and more strongly influenced by training and institutional support. Similarly,

Diquito et al. (2022) found that male and female teachers demonstrate comparable levels of competency, reinforcing the idea that professional readiness is not determined by gender.

Table 7

One-way ANOVA Results in the Level of Teachers' Skills Readiness in the Implementation of 21st-Century Teaching when Grouped According to their Teaching Experience

Dimension	<i>F</i>	<i>p</i>	Inference
Critical Thinking and Problem Solving	1.046	0.393	Retain H_0
Communication Skills	5.151	0.008	Retain H_0
Creativity and Flexibility	3.712	0.028	Retain H_0
Collaboration	0.739	0.541	Retain H_0
Information Literacy	2.785	0.066	Retain H_0
Digital Literacy	3.274	0.041	Retain H_0
Innovation Skills	3.731	0.027	Retain H_0
Social Skills	1.542	0.233	Retain H_0
Global Awareness	1.633	0.212	Retain H_0
Overall Readiness	3.867	0.024	Retain H_0

Table 7 shows that there are no statistically significant differences in teachers' skills readiness across all nine dimensions and overall readiness when grouped according to teaching experience ($p > .05$), as reflected in the decision to retain the null hypothesis. However, several dimensions obtained relatively higher *F*-values, including Communication Skills ($F = 5.151$, $p = .008$), Creativity and Flexibility ($F = 3.712$, $p = .028$), Innovation Skills ($F = 3.731$, $p = .027$), and Digital Literacy ($F = 3.274$, $p = .041$), indicating noticeable variability across experience groups despite the overall inference. Overall, the results suggest that while teaching experience does not significantly differentiate overall skills readiness, certain skill areas show variation among groups. These findings are supported by Snyder (2017), who noted that experienced teachers may show lower readiness or resistance toward instructional innovation due to established teaching practices. Similarly, Muhamad (2022) found that veteran educators may exhibit caution in adopting new pedagogical approaches. In addition, Kini and Podolsky (2016) emphasized that while experience improves teaching performance, it does not always translate to readiness for technology-driven instructional change.

Table 8

One-way ANOVA Results in the Level of Teachers' Acceptance Toward the Implementation of 21st-Century Teaching when Grouped According to their Age Group

Dimension	<i>F</i>	<i>p</i>	Inference
Flexibility and Adaptability	1.894	0.151	Retain H_0
Initiative and Self Direction	1.367	0.281	Retain H_0
Social and Cross-cultural Skills	0.772	0.556	Retain H_0
Leadership and Responsibility	0.906	0.479	Retain H_0
Communication	1.064	0.400	Retain H_0
Creativity and Innovation	0.433	0.783	Retain H_0
Critical Thinking and Problem Solving	0.683	0.612	Retain H_0
Collaboration	0.546	0.704	Retain H_0
Information Communication Technology	1.465	0.250	Retain H_0
Overall Acceptance	0.748	0.571	Retain H_0

Table 8 shows that there are no statistically significant differences in teachers' acceptance of 21st-century teaching across all dimensions and overall acceptance when grouped according to age ($p > .05$). The overall acceptance ($F = 0.748$, $p = .571$) indicates a generally uniform level of positive attitude among respondents regardless of age. At the dimension level, all variables also show non-significant results, with Initiative and Self-Direction ($F = 1.808$, $p = .177$) obtaining the highest F-value, while Social and Cross-cultural Skills ($F = 0.772$, $p = .556$) showed the greatest uniformity across groups. Overall, the results suggest that age does not significantly influence teachers' acceptance of 21st-century teaching. These findings are consistent with Utami et al. (2021), who reported that teachers generally maintain positive attitudes toward 21st-century skills regardless of demographic factors such as age. Similarly, Villarba et al. (2023) emphasized that acceptance of modern pedagogical frameworks is primarily shaped by institutional support and professional development rather than generational differences.

Table 9

Independent Samples t-test Results in the Level of Teachers' Acceptance Toward the Implementation of 21st-Century Teaching when Grouped According to their Sex

Dimension	<i>F</i>	<i>p</i>	Inference
Flexibility and Adaptability	-0.743	0.465	Retain H_0
Initiative and Self Direction	-0.870	0.393	Retain H_0
Social and Cross-cultural Skills	-0.211	0.835	Retain H_0
Leadership and Responsibility	-0.158	0.876	Retain H_0
Communication	0.168	0.868	Retain H_0
Creativity and Innovation	0.552	0.586	Retain H_0
Critical Thinking and Problem Solving	-0.908	0.374	Retain H_0
Collaboration	-0.064	0.949	Retain H_0
Information Communication Technology	-1.496	0.148	Retain H_0
Overall Acceptance	-0.503	0.619	Retain H_0

Note. $H_a: \mu_{Female} \neq \mu_{Male}$

Table 9 shows that there are no statistically significant differences between male and female respondents across all nine dimensions and overall acceptance ($p > .05$). The overall acceptance ($t = -0.503$, $p = .619$) indicates that both groups exhibit almost identical levels of acceptance toward 21st-century teaching. At the dimension level, all variables also yielded non-significant results, with Information Communication Technology ($t = -1.496$, $p = .148$) showing the highest t-value, while Collaboration ($t = -0.064$, $p = .949$) showed virtually no difference between groups. Overall, the findings indicate that sex does not significantly influence teachers' acceptance of 21st-century teaching. These findings are consistent with Scherer and Siddiq (2023), who reported that gender differences in teachers' acceptance of modern pedagogies are generally minimal and context-dependent. Similarly, Feng et al. (2023) found no meaningful gender-based differences in collaborative and communicative teaching dispositions among educators.

Table 10

One-way ANOVA Results in the Level of Teachers' Acceptance Toward the Implementation of 21st-Century Teaching when Grouped According to their Age Group

Dimension	<i>F</i>	<i>p</i>	Inference
Flexibility and Adaptability	1.262	0.313	Retain H_0
Initiative and Self Direction	1.808	0.177	Retain H_0
Social and Cross-cultural Skills	0.957	0.431	Retain H_0
Leadership and Responsibility	0.956	0.432	Retain H_0
Communication	1.391	0.273	Retain H_0
Creativity and Innovation	3.434	0.036	Retain H_0
Critical Thinking and Problem Solving	1.380	0.276	Retain H_0
Collaboration	1.043	0.394	Retain H_0
Information Communication Technology	2.075	0.134	Retain H_0
Overall Attitude	1.472	0.251	Retain H_0

Table 10 shows that there are no statistically significant differences in teachers' acceptance across all dimensions and overall attitude when grouped according to age ($p > .05$). The overall acceptance ($F = 1.472$, $p = .251$) indicates a generally uniform level of positive attitude among respondents regardless of age. At the dimension level, all variables also show non-significant results, with Creativity and Innovation ($F = 3.434$, $p = .036$) obtaining the highest *F*-value and appearing closest to statistical significance, while other dimensions show relatively low variability across age groups. Overall, the findings suggest that age does not significantly influence teachers' acceptance of 21st-century teaching, although creativity-related attitudes show comparatively higher variability. These findings are supported by Stumbrienė (2023), who noted that creativity-related attitudes tend to vary more among teachers due to differences in experience, training, and institutional support. Similarly, Yulin and Danso (2025) emphasized that confidence in implementing creative instructional strategies often differs across career stages depending on the level of professional development and support received.

Table 11

Pearson R Correlation Between Teachers' Skills Readiness and Acceptance Toward 21st-Century Teaching and the Perceived Effectiveness of 21st-Century Teaching in Language and Literature Instruction

Readiness	C1	C2	C3	C4	C5	C6	C7	C8	OE
A1	-.151	-.148	-.163	-.067	.023	-.012	-.149	.018	-.101
A2	-.345	-.311	-.222	-.210	-.173	-.084	-.254	-.236	-.271
A3	-.335	-.336	-.280	-.201	-.134	-.114	-.221	-.242	-.277
A4	-.449*	-.447*	-.372	-.286	-.357	-.225	-.354	-.340	-.414*
A5	-.178	-.082	-.076	-.105	-.118	-.006	-.138	-.141	-.124
A6	-.455*	-.193	-.431*	-.483*	-.352	-.282	-.414*	-.328	-.425*
A7	-.391	-.297	-.490*	-.421*	-.324	-.304	-.403*	-.371	-.432*
A8	-.171	-.244	-.281	-.117	-.082	-.135	-.261	-.098	-.203
A9	-.224	-.200	-.458*	-.371	-.285	-.387	-.410*	-.321	-.375
OR	-.401*	-.336	-.435*	-.350	-.274	-.249	-.407*	-.312	-.402*
Acceptance									

Readiness	C1	C2	C3	C4	C5	C6	C7	C8	OE
B1	-.298	-.061	-.317	-.310	-.407*	-.279	-.435*	-.243	-.334
B2	-.210	-.089	-.244	-.263	-.137	-.251	-.312	-.250	-.251
B3	-.075	-.033	-.138	-.176	-.030	-.103	-.162	-.157	-.122
B4	.035	.069	.032	-.096	-.074	-.107	-.211	-.163	-.063
B5	-.161	.027	-.363	-.170	-.053	-.130	-.250	-.040	-.166
B6	-.348	-.275	-.298	-.204	-.136	-.105	-.264	-.222	-.274
B7	-.276	-.174	-.273	-.292	-.167	-.223	-.273	-.282	-.283
B8	-.103	-.017	-.151	-.104	-.029	-.072	-.124	-.078	-.098
B9	-.370	-.263	-.324	-.314	-.239	-.275	-.329	-.311	-.353
OA	-.248	-.117	-.279	-.266	-.177	-.213	-.325	-.247	-.268

Note. OR = Overall Readiness; A1 = Critical Thinking and Problem Solving; A2 = Communication Skills; A3 = Creativity and Flexibility; A4 = Collaboration; A5 = Information Literacy; A6 = Digital Literacy; A7 = Innovation Skills; A8 = Social Skills; A9 = Global Awareness. Overall Attitude: B1 = Flexibility and Adaptability; B2 = Initiative and Self-Direction; B3 = Social and Cross-cultural Skills; B4 = Leadership and Responsibility; B5 = Communication; B6 = Creativity and Innovation; B7 = Critical Thinking and Problem Solving; B8 = Collaboration; B9 = Information Communication Technology. OE = Overall Effectiveness: C1 = Digital Literacy & Tech Integration; C2 = Critical Thinking & Problem Solving; C3 = Creativity & Innovation; C4 = Collaboration & Communication; C5 = Adaptability & Lifelong Learning; C6 = Student Engagement & Motivation; C7 = Assessment & Feedback; C8 = Self-Reflection & Growth.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 11 shows that most relationships between teachers' skills readiness, acceptance, and perceived effectiveness are negative and generally weak, with only a few reaching statistical significance ($p < .05$). For skills readiness, significant negative correlations were observed particularly in Digital Literacy (A6), Collaboration (A4), Innovation Skills (A7), and Overall Readiness, which were consistently associated with several effectiveness indicators, including Collaboration and Communication, Creativity and Innovation, and Overall Effectiveness. In contrast, the acceptance variables (B1–B9 and Overall Attitude) showed no consistent statistically significant relationships with perceived effectiveness, indicating that attitudes toward 21st-century teaching are not strongly linked to perceived instructional effectiveness. Overall, the results suggest an inverse relationship between certain aspects of skills readiness and perceived effectiveness, while acceptance shows no meaningful association. These findings are partly consistent with Muhamad (2022), who noted that higher teacher competence may lead to more critical evaluations of instructional effectiveness due to higher expectations. Similarly, Stumbriené (2023) emphasized that positive attitudes alone do not necessarily translate into perceived effectiveness without sufficient institutional and structural support.

CONCLUSIONS AND RECOMMENDATIONS

This study, which involved 25 Communication Arts teachers of Aldersgate College, Inc., concludes that the respondents are predominantly young, female, and early-career educators. Overall, they demonstrate high levels of skills readiness and very positive acceptance of 21st-century teaching, with Communication and Collaboration identified as key strengths, while Global Awareness and Creativity and Innovation emerged as areas for further enhancement. The results further indicate that profile variables such as age, sex, educational attainment, and teaching experience do not significantly influence teachers' skills readiness and acceptance, suggesting a homogeneous faculty profile. However, a significant negative relationship was found between selected readiness dimensions and perceived effectiveness, implying that higher competence is associated with more critical evaluation of instructional practices. Overall, while readiness and acceptance are high, the findings highlight the need to bridge the gap between teachers' competencies and the perceived effectiveness of 21st-century teaching through targeted instructional support and professional development.

Recommendations

Based on the findings of the study involving 25 Communication Arts teachers of Aldersgate College, Inc., it is recommended that the institution strengthen mentoring programs and sustained professional development to support its predominantly young and early-career faculty, particularly in enhancing collaborative and innovative teaching practices. Continuous training should be maintained to further develop 21st-century teaching skills, with emphasis on improving Global Awareness as well as strengthening Creativity and Innovation through targeted workshops and cross-cultural learning opportunities. Since teachers demonstrated strong acceptance of 21st-century teaching, these positive attitudes should be sustained while further enhancing Flexibility and Adaptability through reflective and varied instructional strategies. Moreover, institution-wide professional development programs should continue regardless of demographic profile, while still providing targeted support in areas such as Digital Literacy, Communication Skills, and Innovation. Finally, the institution should focus on aligning teachers' high level of readiness with actual classroom effectiveness through structured mentoring, instructional support, and monitoring systems to ensure more effective implementation of 21st-century teaching practices.

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