

Exploring the 21st Century Class Facilitation of Public Elementary Teachers

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Abstract – *This study determined the quality of the teacher’s 21st century class facilitation along roles and as perceived in the classroom. Descriptive and comparative method to answer the research questions was employed. The respondents were the population of the three hundred and sixteen (316) grade 6 elementary pupils, nine (9) teachers, and six (6) school heads coming from six (6) elementary schools of one of the Divisions of Department of Education in the Philippines. Results revealed that the teachers’ quality of 21st century class facilitation of being a leader, collaborator, and model was satisfactory, while of being an adaptor and communicator was fair. There is no significant difference on the quality of the teachers’ 21st century class facilitation performance among roles while the students’ perception differs with the perceptions of the teachers. Recommendations were that seminar – workshop and trainings should be provided to enhance teachers’ communication skills and English proficiency, assist teachers to be able to adapt to the changing needs of the 21st century educational process. The school heads should make use of the teachers’ quality of being collaborator, leader, and model to benefit the community and at least uplift young learners to study well, should develop an assessment tool to assess and monitor teachers’ quality of class facilitation with an aim of helping teachers improve their class facilitation. Further, school heads should also conduct a formal mentoring with teachers, on-on-one interviews discussing ways to improve class facilitation and 21st century facilitators’ characteristics. Proper frequent class monitoring is needed.*

Keywords – *21st century, class facilitation, adaptor, collaborator, communicator, leader, model*

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INTRODUCTION

Education is a fundamental right of every individual, and it is a powerful tool for sustainable development. The world cannot escape hunger, end poverty, and improve nutrition without proper education. It is by which the world can become inclusive, equal, and peaceful. At its most basic level, education is vital to the society; because it gives people the baseline skills to survive in the world. These skills include basic literacy and numeracy, as well as the ability to communicate, complete tasks, and work with others. It also helps to contribute meaningful and quality life to build the nation as a competitive one.

To make this happen, teachers have the major role as the vehicle of education. For the teachers to become effective, competent, and productive, Republic Act No. 10533, SEC. 7 [1] stated that “to meet the demand for quality teachers and school leaders, the DepEd and the CHED, in collaboration with relevant partners in government, academe, industry, and nongovernmental organization, shall conduct teacher education and training programs, as specified: (a) in-service training on content and pedagogy, (b) training of new teachers, and (c) training of school leadership.” Through this, every teacher will become not only efficient but also effective educators and facilitators of learning.

Today a lot of trainings and seminars are being conducted to improve and develop the craft of each mentor in school. Teachers must constantly seek to be better, both as an institution and as individuals. Stocks [2] stated that educators must be the agents of change. They must lead the professions. They must define what good teaching and learning looks like.

Teachers must ensure that all of them work together to meet the needs of the whole child. Teachers must also be student-centered union leaders and must play the long game. Teachers must passionately love their teaching profession to have a quality education particularly to elementary teachers. And if students are to be productive members of the 21st century workplace, they must move beyond the skills of 20th century and become master of those the 21st century. Teachers are entrusted with mastering these skills as well as with modeling these skills in the classroom. Hence, the characteristics of 21st century classroom will be different

from those of the classroom in the past because the focus is on producing students who are highly productive, effective communicators, inventive thinkers, and Master of Technology. Richardson and Placier [3] emphasized that if teacher has better knowledge and skills, it improves classroom teaching. The study of Rossi, et al. [4]; Hiebert and Grouws [5], also said that the improved teaching raises student achievement.

Malik [6] stated that teaching-learning process is based on direct interaction between the students and the teacher. To perform this task effectively and efficiently the teacher needs to be proficient in interpersonal skills. Interpersonal skills involve effective communication skills to become comprehensible by the listener. Excellent at collaborative work when involve students in some practical work. Has command on her language and spoken style and is able of intellectually convincing arguments. He/she always uses his/her knowledge positively and wisely and above all respect's emotions of the students. Create a democratic atmosphere in the classroom. And effective teachers being an adaptor, the teachers liberate themselves from prescribed teaching materials and develop customized tasks for their students. They do not rely upon only the regular teaching methodologies rather they become self-sufficient in efficiently and effectively controlling and handling time to time changing situations.

Carvalho [7] explained that it is teacher-student interaction that makes students aware of their own ideas and gives them the opportunity to rehearse the use of a language that is appropriate for dealing with nature in a scientific manner.

The UNESCO 1996 emphasized that an effective teacher interacts with a child physically and mentally; she/he makes them learn what emotions are by being affectionate with them. She/he is responsible for overall personality development of the children. Their sound intellectual, emotional, physical, and social developments are the outcomes of her/his tremendous efforts throughout the teaching-learning process. A teacher is a complete person within; curious about her students' feelings, passionate, sociable, loveable and super comprehensive [8].

The Code of Ethics for Professional Teachers (1997) defined a professional teacher as a licensed professional who possesses dignity and reputation with high moral values as well as technical and professional competence [9]. In lieu of this, a teacher who is keen observer of these practices should become a good role model to the students.

Gabriel [10] explained the teacher leadership's uniqueness to command influence in a school and K-12 education. Teachers' leaders can choose from a variety of responsibilities which provide opportunities to have a role in improving school practices and functions, and in turn help students achieve. Churches and School [11] emphasized that teacher as leaders are that they are the subject experts, often a counselor and frequently an administrator. Merideth [12] added that teachers as a leader act like a REACH which

means risk-taking by seeking challenges and create new process, effectiveness by modeling best practice, professional growth, and heartfelt service, autonomy by displaying initiative, independent thought, and responsibility, collegiality by promoting community and interactive communication skills, and Honor by demonstrating integrity, honesty, and professional ethic.

Consequently, there is a need to investigate the actual manifestation of these 21st century facilitating characteristics as being an adaptor, Collaborator, Communicator, Leader, and Model, with an aim to make the teachers become better facilitators especially in elementary education. These 21st century characteristics were essential to the holistic development of students' learning skills. It clearly manifests that the students' holistic development of their learning skill must be developed as early in kindergarten and elementary education.

The holistic developments of students' learning skills may be dependent with the 21st century facilitators' characteristics or role manifested by their classroom performance as adaptor, collaborator, communicator, leader, and model since teachers are the facilitators of learning. By looking more closely to the teachers' 21st century facilitators characteristics and its actual manifestation inside the classroom as perceived by the teachers, school head, and most especially by the students, teachers and the institution can work together to improve teachers' facilitation and ensured that these characteristics are manifested inside the classroom.

OBJECTIVES OF THE STUDY

This study generally aimed to determine the quality of the teacher's 21st century class facilitation along roles and as perceived in the classroom. Specifically, it determined the quality of the teacher's 21st century facilitators along roles of being an adaptor, collaborator, communicator, leader, and model, and determined the difference among roles and its manifestation in the classroom as perceived by students, teachers, and school heads. Further, based on the findings, recommendations were made to improve quality and manifestation of class facilitation.

MATERIALS AND METHODS

Research Design

This study used the quantitative research design. Descriptive method was used to gather data and answer the research question about the quality of teachers' 21st century class facilitation along roles. And comparative method was used to compare each 21st century class facilitation roles and to compare the actual manifestation of the 21st century class facilitation in their classrooms as perceived by the students, teachers, and school heads.

Respondents

The respondents of the study were the population of the three hundred and sixteen (316) grade 6 elementary pupils, nine (9) teachers, and six (6) school heads coming from six

(6) elementary schools of one of the Divisions of Department of Education in the Philippines.

Data Gathering Instruments

To measure the quality of class facilitation, a researcher-made questionnaire was designed based on the studies of Churches and School [11], Marideth [12], and Rossi, et al., [4]. The questionnaire on the quality of teachers’ class facilitation was composed of 25-item questions equally divided to five (5) 21st century facilitators’ roles namely, Teacher as (1) adaptor, (2) communicator, (3) collaborator, (4) model, and (5) leader. Each part is comprised of 5-item questions. The questionnaire was critique by the experts and educational leaders for content validity. The instrument was finalized after consideration of the suggestions, comments and recommendations given by the validators.

Data Gathering Procedure

A letter requesting to conduct of the study was prepared and given to the Schools Division Superintendent of the Department of Education and to the School supervisors for approval. Upon approval, the researchers worked on the preparation, construction, and validation of the research instrument. After the final revision of the questionnaires, data concerning the quality of the teachers’ 21st century class facilitation were gathered through interview schedules with

the respondents to ensure reliability, validity and to avoid errors in answering.

Data Analysis

One-way ANOVA was employed to determine the differences between the 21st century class facilitation of the teachers as perceived by the students, teachers, and school heads.

Ethical Considerations

Respondents were informed that they were selected purposively as participants and informed consent from them through letter was secured by the researcher. The confidentiality of respondents’ responses in the quality of teachers’ 21st century class facilitation questionnaire was ensured.

RESULTS AND DISCUSSION

Quality of the Teachers’ Class Facilitation

This study investigated the quality of teachers’ class facilitation of the 21st century facilitators of learning as portrayed along roles as: Adaptor; Collaborator; Communicator; Leader; and Model.

Table 1 reflects results pertaining to teachers’ quality of class facilitation along role as adaptor as perceived by teachers, school heads, and students.

Table 1. *Quality of the Teachers’ Class Facilitation as Adaptor*

Indicators	Teachers	School Heads	Student	AWM	Interpretation	Rank
The facilitator is resourceful in preparing instructional materials.	3.66	3.83	3.14	3.54	Satisfactory	1
The facilitator ensures that each lesson will make authentic learning.	3.66	3.67	3.13	3.49	Satisfactory	2.5
The facilitator is able to make learning meaningful even with limited resources.	3.66	3.50	3.30	3.49	Satisfactory	2.5
The facilitator has used the computer platform in an effective way.	3.55	3.17	3.07	3.28	Fair	4
The facilitator has adjusted his/her lesson to meet the needs of the students.	3.44	2.83	3.06	3.11	Fair	5
Average Weighted Mean	3.59	3.40	3.14	3.37	Fair	

The teachers rated themselves highest in the facilitator is resourceful in preparing instructional materials, ensures that each lesson will make authentic learning, and able to make meaning meaningful (M = 3.66) interpreted as satisfactory and lowest in the facilitator has adjusted his/her lesson to meet the needs of the students (M = 3.44) interpreted as fair.

The school heads, on the other hand, rated the teachers highest along the indicator such as the facilitator is resourceful in preparing instructional materials (M = 3.83) interpreted as satisfactory and lowest in the facilitator has adjusted his/her lesson to meet the needs of the students (M = 2.83) interpreted as fair. While the students rated the teachers highest in; the facilitator can make learning meaningful even with limited resources (M = 3.30) with

verbal interpretation of satisfactory and lowest in the facilitator has adjusted his/her lesson to meet the needs of the students (M = 3.06) interpreted as fair.

Overall, the facilitators’ rating was highest in the facilitator is resourceful in preparing instructional materials (M=3.54) interpreted as satisfactory and lowest in the facilitator has adjusted his/her lesson to meet the needs of the students (M=3.11) interpreted as fair. Further, the data show that the facilitators’ class facilitators as adaptor was rated highest by the teachers themselves (AWM=3.59) interpreted as satisfactory and lowest by the students (AWM=3.14) interpreted as fair.

The findings showed that the facilitators have satisfactory class facilitation along adaptor specifically in preparing instructional materials, ensures that each lesson

will make authentic learning, and able to make meaning meaningful. However, facilitators need to improve in adjusting their lesson to meet the needs of the students. Further, both teacher and school heads agreed that the teachers' quality in class facilitation was satisfactory when it comes to being resourceful in preparing instructional materials to make authentic learning, in ensuring that each lesson will make learning a meaningful experience appropriate to students and make learning meaningful even with limited resources. However, according to the students, teachers' quality of class facilitation along these roles was fair and not satisfactory. It implies that the students disagree with the perceptions of the teachers and school heads. It means that for the students, teachers' class facilitation along these roles still needs improvement, because according to them it was just fair supported by the average weighted mean along these performances.

According to the teachers they perform these roles satisfactory, while according to school heads and students; it was only fair. It implies that school heads and students were not satisfied of the quality of teachers' class facilitation along these roles. It can be observed that as to the facilitators' adjusted his/her lesson to meet the needs of the students by using technology to cater different students' learning style, school heads rated lowest among the perceptions. It means that school heads were aware that teachers were not using satisfactory the technology in facilitating as also confirmed by the students. However, the results show that teachers were resourceful in preparing instructional materials to make learning authentic.

Further, among the aspects, the teachers were satisfactory in preparing instructional materials to make learning authentic while in contrast teachers are only fair in adjusting their lessons to meet needs. It means that teachers should improve in lesson adjustments to the needs and ability of the learners.

The results of the study were related to the study of Awolaju [13], he concluded that the role of instructional materials if thoroughly considered cannot be either partially or totally isolated from teaching-learning process. For any meaningful educational program to be achieved in terms of its implementation, the aspect of instructional materials must be given serious priority. Instructional materials perform such function as the extension of the range of experience available to learners, supplement and complement the teacher's verbal explanations. As a result, teachers as facilitators of learning as an adaptor reflect the 21st century skills in adapting to the needs of the learners to have meaningful learning experiences despite of lack of resources through creativity and innovations.

Table 2 reflects results pertaining to teachers' quality of class facilitation along role as collaborator as perceived by teachers, school heads, and students. The average weighted mean is 3.43 with verbal interpretation of Satisfactory. While the facilitator works collaboratively with the learners' parents about the learners' homework ranked lowest with mean 2.66, 3.17, and 3.24 as perceived by the teachers, school heads, and students, respectively. The average weighted mean is 3.02 with verbal interpretation of satisfactory.

Table 2. *Quality of the Teachers' Class Facilitation as Collaborator*

Indicators	Teachers	School Heads	Student	AWM	Interpretation	Rank
The facilitator has encouraged students to work together to accomplish tasks.	4.44	4.00	2.98	3.81	Satisfactory	1
The teacher is able to work hand in hand with the learners.	3.77	3.83	3.24	3.61	Satisfactory	2
The facilitator monitors, guides, and checks students' group projects and promote student works.	3.66	3.67	3.28	3.54	Satisfactory	3
The facilitator requires students to have group projects through collaboration.	3.44	3.00	3.17	3.20	Fair	4
The facilitator works collaboratively with the learners' parents about the learners' homework.	2.66	3.17	3.24	3.02	Fair	5
Average Weighted Mean	3.59	3.53	3.18	3.43	Satisfactory	

In general, the quality of class facilitation of teachers as collaborators as perceived by teachers and school heads was satisfactory with mean 3.59 and 3.53, respectively. While students only gave a fair rating in perceiving their teachers as collaborator, with mean of 3.18. On the average, the teachers' quality of class facilitation of being a collaborator was satisfactory with mean of 3.43. It means that teachers and school heads agreed that the quality of teachers' class facilitation as collaborator was satisfactorily along

performances such as encouraging students to work together in pair or in group, work hand in hand with learners, and monitoring, guiding, and checking students' group projects, and promoting it through student works' exhibit.

It can be inferred that the perception of students and school heads agreed that teachers required students to have group projects which can be accomplished through group participation and collaboration. It means that teachers sometime require project that cannot be accomplished

collaboratively. And, when it comes to collaboration with parents about the learners' homework to be done and reporting of their progress, all agreed that it was fair. It also reflected that teacher rated themselves lowest among the perceptions about the collaboration with parents. It means that teachers have difficulty or challenges in working collaboratively with parents about learners' homework and progress, results were agreed by school heads and students. For example, when the teachers call for Homeroom PTA meetings or General PTA meetings where most of the parents cannot attend because some of them were busy nursing their children in their houses; some were working to provide the needs of their family; some has family issues and problems and most of them tend to let their eldest child to attend the meetings. By that parent know least about how their child progress in school or how their child

behaves in the school.

Supported by the study of Hernandez [14], he concluded that there's a need for students to see the intrinsic value of learning with others. They need to take responsibility for their own learning, which involves agreeing to take on different roles as part of the collaborative work, and planning and managing the group work from the start. Turning groups into effective collaborative teams may require "scaffolding" from teachers, so that they can support the students in achieving that goal. In this study, teachers were encouraging collaboration inside the classroom but need to improve on more collaboration with the students' parents.

Table 3. *Quality of the Teachers' Class Facilitation as Communicator*

Indicators	Teachers	School Heads	Student	AWM	Interpretation	Rank
The facilitator has communicated effectively in class and assists students.	3.66	3.50	3.28	3.48	Satisfactory	1
The facilitator listens carefully to the answers of students.	3.44	3.67	3.3	3.47	Satisfactory	2
The facilitator can clearly teach the lesson appropriate to the pace of the learners.	3.55	3.33	3.18	3.35	Fair	3
The facilitator displays good communication skills and teach lessons comprehensively.	3.33	3.33	3.16	3.27	Fair	4
The facilitator has been open to students' opinion and able to communicate using technologies or in any possible way.	3.55	2.83	3.15	3.18	Fair	5
Average Weighted Mean	3.50	3.33	3.21	3.35	Fair	

Table 3 reflects results pertaining to teachers' quality of class facilitation along role as communicator as perceived by teachers, school heads, and students. The facilitator has communicated effectively in class and assists students ranked highest with mean 3.66, 3.50, and 3.28 as perceived by the teachers, school heads, and students, respectively. The average weighted mean is 3.48 with verbal interpretation of Satisfactory. While as to the facilitators has been open to students' opinion and able to communicate with the students' using technologies ranked lowest with mean 3.55, 2.83, and 3.15 as perceived by the teachers, school heads, and students, respectively. The average weighted mean is 3.18 with verbal interpretation of Fair.

In general, the quality of class facilitation of teachers as communicators as perceived by teachers was satisfactory with mean 3.50. While students and school heads perceive teacher as a communicator fair with mean of 3.33 and 3.21, respectively. In average, the teachers' quality of class facilitation of being a communicator was fair with mean of 3.35 with verbal interpretation of fair.

It can be inferred that teachers and school heads agreed that teachers have communicated effectively in class and

assists students in doing their assigned task, and the teachers were listening carefully to the answers of students or when a student asked a question, he/she gracefully listens. It implies that teachers communicate well and listen. It can also be inferred that teacher cannot sometimes clearly teach the lesson appropriate to the pace of the learners' speed and convey the concept only as perceived by the students and school heads. It means that teachers need to consider the learners' pace and speed in learning concepts. It can also be inferred that teacher, school heads, and students, all agreed that teachers' performance in displaying good communication skills and teaching lessons comprehensively and being open to students' opinion and able to communicate with the students' using technologies were fair but not satisfactory.

It implies that teachers did not display satisfactory communication skills and teaching lessons comprehensively, as well as being open to the opinion of the students. It can be derived that teachers were misinterpreted by their pupils as not approachable one. From that, students avoid their teachers and not approach them anymore. In other way, facilitators become busy in everything that they do in making

learning materials reports and lessons where pupils don't have any more chance to communicate with their teachers.

Relevant to the study of Khan et al [15], findings showed that majority of the students learned well from those teachers who has good communication skills or who adopt

good communication skills while dealing inside and out of the institution. They concluded that communication skills of a teacher having significant role in the academic success of the students. Therefore, it is necessary for a teacher to adopt good communication skills while teaching to the students.

Table 4. *Quality of the Teachers' Class Facilitation as Leader*

Indicators	Teachers	School Heads	Student	AWM	Interpretation	Rank
The facilitator shows enthusiasm in teaching students to instil values.	3.88	4.00	3.34	3.74	Satisfactory	1
The facilitator demonstrates knowledge in motivating students to perform and follow his/her instructions and programs.	3.88	3.83	3.25	3.66	Satisfactory	2
The facilitator has the courage to direct students to accomplish projects as planned.	3.77	3.67	3.24	3.56	Satisfactory	3
The facilitator teaches by example and lead students to learn what she teaches.	3.55	3.5	3.29	3.45	Satisfactory	4
The facilitator demonstrates decision-making skills to address concerns.	3.55	3.00	3.15	3.23	Fair	5
Average Weighted Mean	3.72	3.60	3.25	3.52	Satisfactory	

Table 4 reflects results pertaining to teachers' quality of class facilitation along role as leader as perceived by teachers, school heads, and students. The facilitator shows enthusiasm in teaching students to instill values such as being discipline and responsible ranked highest with mean 3.88, 4.00, and 3.34 as perceived by the teachers, school heads, and students, respectively. The average weighted mean is 3.74 with verbal interpretation of satisfactory. While as to the facilitator demonstrates decision-making skills to address concerns ranked lowest and school head and students both perceived it as fair with mean of 3.00 and 3.15, respectively. While teachers claim that they are satisfactory with mean 3.55. In general, the quality of class facilitation of teachers as leader as perceived by teachers and school heads was satisfactory with mean 3.72 and 3.60, respectively. While students perceive teacher as a leader fairly, with mean of 3.25. In

average, the teachers' quality of class facilitation of being a leader was satisfactory with mean of 3.52.

It means that according to the school heads and teachers, teachers were enthusiast in teaching, have demonstrates knowledge in motivating students, have courage to direct students to accomplish projects as planned, and teaches by example and lead students to learn what she/he teaches.

The result implies that teachers need to improve in decision-making skills as to address concerns of the students, parents, and other matters that will arise related to the learners' development and achievement. Supported by the result of the study of Richardson and Placier [16], they emphasized that if teacher has better knowledge and skills, it improves classroom teaching. The study of Rossi, et al. [4]; Hiebert and Grouws [17], also said that the improved teaching raises student achievement.

Table 5. *Quality of the Teachers' Class Facilitation as Model*

Indicators	Teachers	School Heads	Student	AWM	Interpretation	Rank
The facilitator demonstrates integrity, honesty, and professional ethic.	3.88	3.83	3.58	3.75	Satisfactory	1
The facilitator models best practice, professional growth, and heartfelt service.	3.77	3.83	3.35	3.65	Satisfactory	2
The facilitator displays initiative, independent thought, and responsibility	3.66	3.50	3.49	3.55	Satisfactory	3
The facilitator has the characteristics of being adventurous, seek challenges and create new processes	3.22	2.83	3.37	3.14	Fair	4
The facilitator promotes community and interactive communication skills.	3.11	2.83	3.31	3.08	Fair	5
Average Weighted Mean	3.52	3.36	3.42	3.43	Satisfactory	

Table 5 reflects results pertaining to teachers' quality of class facilitation along role as model as perceived by teachers, school heads, and students.

The facilitator demonstrates integrity, honesty, and professional ethic ranked highest with mean 3.88, 3.83, and 3.58 as perceived by the teachers, school heads, and students, respectively. The average weighted mean is 3.75 with verbal interpretation of satisfactory. While as to the facilitators promotes community and interactive communication skills, it ranked last with mean 3.11, 2.83, and 3.31 as perceived by the teachers, school heads, and students, respectively, all with verbal interpretation of fair performance. The average weighted mean is 3.08 with verbal interpretation of satisfactory. In general, the quality of classroom performance of teachers as model as perceived by teachers, school heads, and students have a mean of 3.52, 3.36, and 3.42, with verbal interpretation of satisfactory, fair, and satisfactory, respectively. In average, the teachers' quality of classroom performance of being a model was satisfactory with mean of 3.43.

It can be inferred that teachers and school head agreed that teachers demonstrate integrity, honesty, and professional ethic and models best practice, professional growth, and heartfelt service to the learners. And all agreed that teachers display initiative, independent thought, and responsibility. It implies that teachers have satisfactory performance in displaying professionalism and values. It also implies that they adhered to the Code of Ethics for Professional Teachers, stated that a professional teacher is a licensed professional who possesses dignity and reputation with high moral values as well as technical and professional competence. So, a teacher who is keen observer of these practices should become a good role model to the students.

It can be inferred further that teachers need to improve in areas of performance in being adventurous and seek challenges and create new process. It means that teachers should find ways to innovate teaching for better learning and development of the students. Like for instance the activity

and learning materials that the facilitators already used in the past years was used again because they don't want to waste time anymore and they are used to it when they are teaching. Another example is when there is a field trip or educational tour most of the facilitators are afraid to risk going out because if there is an accident occur the facilitator are the one to shoulder the situation. And, teacher needs improvement in promoting the community, as a real role model of the students that is willing to serve the community and encourage students to do so.

Supported by Kim et al [18], in their study concluded that teachers' personality seems to be a promising path to identify factors important for vital aspects of teacher effectiveness. Students' perceptions of teacher conscientiousness, agreeableness, and neuroticism may be particularly useful in future considerations due to their association with a sense of being supported by their teachers, as well as their own performance self-efficacy. So, a teacher being a model was very important especially in facilitating learning.

Table 6 reflects the summary results for teachers' quality of classroom performance along roles as 21st century facilitators of learning. Teachers and School heads over-all rating was 3.58 and 3.44, both satisfactory, while students rating was 3.24 which means fair performance. Along the average weighted mean of the roles and responsibilities, being a leader ranked 1st with mean of 3.52 with verbal interpretation of satisfactory. It was followed by being collaborator and model both with mean 3.43 and verbal interpretation of satisfactory. Being adaptor ranked 4th among roles and responsibilities with mean of 3.37 and verbal interpretation of fair. The least among the roles was the teacher being a communicator with mean 3.35 with verbal interpretation of fair. On the average, the rating of teachers, school heads, and students along the roles was 3.42 which means, the quality of classroom performance along roles was of satisfactory performance.

Table 6. *Summary Table for Quality of the Teachers' Class Facilitation*

Roles	Teachers	School Heads	Student	AWM	Interpretation	Rank
Leader	3.72	3.60	3.25	3.52	Satisfactory	1
Collaborator	3.59	3.53	3.18	3.43	Satisfactory	2.5
Model	3.52	3.36	3.42	3.43	Satisfactory	2.5
Adaptor	3.59	3.40	3.14	3.37	Fair	4
Communicator	3.50	3.33	3.21	3.35	Fair	5
Over-all Average Weighted Mean	3.58	3.44	3.24	3.42	Satisfactory	
Interpretation	S	S	F	S		

It can be inferred that teachers were good at being a leader since they are in elementary level most of the teachers can possess leadership skills which allow them

to lead students to learning. Also, teachers were satisfactory at being collaborator and model. It can commendable since elementary teachers must work

collaboratively with the students, parents and community to help learners develop social skills and also assist learners toward learning development (scaffolding). Since they are in elementary level which the students where children look for somebody to become their model, teachers become the students' model and inspirations in learning. It can also be noted that the performance along being adaptor and communicator was rated fair performance. It implies that teachers need to improve in these areas especially in communication since students and school heads agreed that teachers only perform fairly in communication. It is imperative since communication is the very important channel of learning and development.

The Differences on the Quality of Class Facilitation among roles and among respondents

Teachers as facilitator of learning of 21st century students must possess 21st century facilitators' characteristics. Table 7 shows the analysis of variance employed in determining the difference among aspects and among respondents (Groups). Table 7 reflects that the computed F-value among aspects was .699 and p-value of 0.595 with verbal interpretation of 'not significant'. It means that in general, there is no significant difference among aspects (roles). It also means that since these aspects or roles of teachers as 21st facilitators of learning are interrelated in enhancing students' learning experiences, the respondents perceived each role as important same with each other roles.

Table 7. The Differences in Class Facilitation among Roles and among Respondents

	Df	Mean Square	F	P-value
Aspects	4	0.069	0.699	0.595
Groups	2	0.763	7.750	0.001
Aspect*Groups	8	0.046	0.472	0.871

It implies that the 21st century facilitators' characteristics of the teachers do not significantly differ in general. It means that these characteristics were inter-related to each other in general that when a teacher possesses one of these characteristics, he/she may also have the other.

On the other hand, the computed F-value among respondents was 7.750 and p-value of 0.001 with verbal interpretation of significant. It means that in general there exists a significant difference among the responses of the respondents. It can be inferred that the perceptions of the respondents differ from each other as to the manifestation of teachers' roles as 21st century facilitators of learning. It is imperative to compute for the Post Hoc Test to determine where the significant differences occur specifically among respondents' perceptions.

Consequently, since Table 7 reflects that there exists a significant difference among the perception of the respondents about quality of class facilitation in 21st century facilitating along the roles, thus, table 8 reflects the Post Hoc Test result.

Table 8 reflects the results of the Post Hoc Test along the Class facilitation among respondents. It shows that the mean square of teacher vs school heads, and school heads vs. students of 0.1435 and 0.2040 with p-value of 0.278 and 0.079, respectively, both interpreted as not significant. It means that there is no difference on their perceptions. While in the teachers vs students, there exist a significant difference with mean of .3476 and p-value of 0.001. It means that there is no significant difference between the perception of the teachers and school heads, and between the school heads and students about the quality of teachers' classroom facilitation along roles as 21st century facilitators. It also implies that students' perception differs with the perceptions of the teachers.

Table 8. Significant Difference in Class Facilitation among Respondents

Pair of Groups	Mean Square	P-Value
Teachers vs School Heads	0.1435	0.278
Teachers vs Students	0.3476	0.001
School Heads vs Students	0.2040	0.079

It means that the school heads agreed to both the teachers and students' perception. In other words, school heads agreed with either students or teachers with regards to the roles which he/she perceived right. It implies that school heads perceived teachers' quality on class facilitation and at the same time agreed with the students as to its manifestation inside the classroom. It means that students' may have observed differently the quality of teachers' performance as manifested inside the classroom along roles as profess by the teachers that they possessed and manifested inside the classroom.

For example, as to teachers' has adjusted his/her lesson to meet the needs of the students by using technology both school heads and students perceived differently from the teachers' perceptions about these class facilitation along being adaptor. And while along being a leader, teachers and school heads agreed satisfactory with class facilitation of teachers, while students perceived these performances as manifested fairly inside the classroom. It implies that school heads perceived differently from teachers as to some roles, and also perceived differently from students as to some roles. It can be noted that students were the one who can validate it since they are always present inside the classroom while school head were not. However, maybe students are not able to determine those roles since they also are not aware about these roles. So, teachers must inform learners about their roles as teachers so that students will be able to understand their role inside the classroom, and what are the roles of their teachers.

However, it cannot be denied the fact of the possibility that what the teachers profess as their quality of 21st century facilitators of learning were not perceived by the students in the classroom. This means that the teachers should ensure that those roles be manifested inside the classrooms.

Zhang [19] in his study concluded that effective teaching behaviors mediate the relationship between teacher education and experience with student outcomes, indicating that teacher

behaviors carry the most weight in terms of impacting those ultimate outcomes. The result of the study shows that teachers have the major role in making difference in what kind of learning experience will the students have inside the classroom. The success of providing good learning experiences comes from good 21st century facilitating skills mediated by teachers' behavior which are mainly perceived by the students.

CONCLUSION AND RECOMMENDATION

The teachers' quality of 21st century class facilitation of being a leader, collaborator, and model was satisfactory, while of being an adaptor and communicator was fair. There is no significant difference on the quality of the teachers' 21st century class facilitation performance among roles. Along the perceived manifestation of the quality of the teachers' 21st century class facilitation, there was no significant difference between the perception of the teachers and the school heads while the students' perception differs with the perceptions of the teachers.

Based from the findings, the following are highly recommended: With the help of the educational leaders, seminar –workshop and trainings should be provided to teachers to enhance teachers' communication skills and English proficiency. School heads should also assist teachers to be able to adapt to the changing needs of the 21st century educational process. It can be done by providing training to the teachers with topics on basic skills in ICT with specific use to 21st century facilitation of learning; The School heads should make use of the teachers' quality of being collaborator, leader, and model to benefit the community and at least uplift young learners to study well. It can be done by designing projects and programs aim to involve teachers, learners, parents, and the community.

School heads should develop an assessment tool to assess and monitor teachers' quality of class facilitation with an aim of helping teachers improve their class facilitation. On the other hand, school heads should also conduct a formal mentoring with teachers, on-on-one interviews discussing ways to improve class facilitation and 21st century facilitators' characteristics. Proper frequent class monitoring is needed.

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