

The Image Of A 21st Century Educator As Perceived By Stakeholders

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Abstract

This study was conducted to point out the desirable traits and attributes expected of a 21st century teacher in the view of stakeholders in order for the different educational bodies to plan, design, and implement teacher development programs that would not only promote the practice of skills and the new ways of approaching teaching but also the development of the teachers as persons interacting with the various stakeholders of education.

This study was descriptive in nature. The researchers distributed a survey checklist as measuring instruments in collecting data to determine the traits and attributes that a teacher of 21st century should possess. A survey checklist was used to gather data about the traits and attributes of a 21st century teacher from the points of view of the stakeholders.

Based from the data gathered a 21st century teacher should be smart, well-mannered and disciplined, open-minded in the way he/she thinks, confident in talking, creative and responsible in her work, understanding in the way he/she deals with others, respectful in dealing with students, and is patient.

A teacher should also know how to react when faced with some academic situations. A 21st century teacher should consider as a good opportunity to enhance teaching skills when he/she is assigned to handle a multicultural class. Furthermore, he /she should cheer up and challenged when a coached team fails to win in a competition. The teacher should also review the weak areas, and help in improving the school performance in the event that the school's over-all performance in accreditation is falling. The teacher will also observe a colleague when he/she violates school rules and policies; when a superior reprimands a colleague, the teacher consoles him/her.

INTRODUCTION

Background of the Study

With the advancement of technology in the new millennium, there have been dramatic transformations and paradigm shift in our educational milieus. From the typical classroom set-up, traditional teacher-centered approach down to fragmented curriculum was changed into 21st century structure.

The classroom has changed since 21st century began moving through today's school systems. Curricula evolved, and new teaching methodologies are developed to reach this generation, which spends as much time stimulated by digital media as it does in school. As teachers work to engage and educate this generation of students, they face

challenges. Karbach (2012) stated that, "21st Century Educator" is probably the most popular catch phrase and a buzz phrase in today's education. There is a growing and heated debate whether or not to label educators as 21st century and each camp has its own concept and arguments. It would be unfair to ignore these huge transformations and their impact on education. Therefore, and as a result of these changes, teachers now are required to have skills that were not called before. It also becomes imperative for teachers to adapt their teaching practices to the developing learning needs of their students if ever this teaching to be effective.

The art of teaching is not about possessing an outgoing personality, but making connections to students, parents, other stakeholders as well as connecting the

curriculum to the real world in a relevant manner. In the 21st century classroom, teachers are no longer the provider of information to the students but serve as facilitators of students' learning and creators of productive classroom environments in which students can develop the skills they will need in the workplace. The focus of the 21st century classroom is on students experiencing the environment wherein they will enter as 21st century workers. The collaborative project-based curriculum used in this classroom develops the higher order thinking skills, effective communication skills, and knowledge of technology that students will need in the 21st century workplace.

As educational leaders, classroom teachers, students, parents, and other stakeholders will agree that 21st century teaching carries with a complicated mix of challenges and opportunities. Challenges include the issues of teacher turnover, accountability, changing student populations and student expectations, mounting budget pressures, and intense demand to build students' 21st century skills.

Teaching is one of the most socially demanding professions. It obliges one to interact to a group of persons at the same time every day. This interaction becomes the foundation of the teaching-learning process. The teacher, as a human, as a social animal, communicates to the learners with his/her words, actions, and expressions that reflect who he/she is. This, most of the time, affects the extent of the participation of the learners in the teaching-learning process. This, at the end of the day, affects how much the students learn. And, so, it is important to determine what the ideals of the stakeholders of education are and what they expect of a 21st century teacher as a person and as a part of the community having the responsibility of initiating and directing learning.

Henceforth, this study was conducted to point out the desirable traits and attributes expected of a 21st century teacher in the view of stakeholders in order for the different educational bodies to plan, design, and implement teacher development programs that would not only promote the practice of skills and the new ways of approaching teaching but also the development of the

teachers as persons interacting with the various stakeholders of education. As, the learning environment, the schools, do not only need teachers that are competent in delivering the content of their lessons but teachers who fit in the 21st century society.

Statement of the Problem

The researchers sought to uncover what the stakeholders think the 21st century teachers should be through the following questions:

1. What do the stakeholders think of the traits of the 21st century teachers as they perform tasks at any of education level they are in?
2. What are the personal attributes the 21st century teacher?
3. How should a 21st teacher react in specific academic situations?

Significance of the Study

This study emphasizes the discovery of the most desirable and expected traits of the teacher in the 21st century learning environment according to the stakeholders. The results of the study would be useful as it can be the basis of teacher development programs in improving the professionalism of the teachers and at the same time their relationship towards the administrators, the learners, parents, and community.

The teachers would now have a reference on who they are and could gauge themselves on what they can do to be someone in the 21st century learning environment. This revelation would create a big leap towards strengthening the bondage between the learners and the teachers, as well as the teachers and the stakeholders that eventually, will create a sound learning environment entailing healthier relationships and better quality of education.

Scope and Limitation of the Study

The study was conducted to randomly selected schools and communities in Ilocos Norte with the aim to determine the expectations and ideals of the stakeholders of what 21st century teacher should be according to their personal traits, behaviors they should possess as a teacher and as a member of the educational institution, in particular and the community, in general, and how they respond to the different situations in the society, environment, and organizations.

The researchers focused on what the stakeholders think are desirable and what are not desirable. Also, the study did not delve into the underlying reasons why a trait is desirable and why the other perceptions are not. Nonetheless, it aimed on creating the best image of a 21st century teacher regardless of the educational background or trainings but the 21st century teacher as a person who thinks and who behaves as a person and interacts with the different stakeholders of the society.

Definition of Terms

21st Century Educator. A person who assesses the needs and learning

preferences of the students in order to achieve positive learning outcomes and a smooth and effective teaching learning experiences. Moreover, he/she is a person who thinks and who behaves as a person and interacts with the different stakeholders of the society.

Stakeholders. These include the parents, teachers, administrators, and other members of the community who were ask to give their perceptions about the 21st century teachers.

THEORETICAL FRAMEWORK

Review of Related Literature

This chapter presents a discussion of related literature and studies that may lead to a better understanding of the theoretical and conceptual framework of the study.

A. The Personal Attributes of a Good and Successful Educator

Successful teachers or educators state that a teacher's job is not solely confined to the transmission of knowledge and information to the learners. Some modern technological formats can perform the task. What is important is the teacher's personal influence in promoting and developing of basic skills, understanding, work habits, desirable attitudes, values, and judgments of the learners. According Leviste (2010), teaching is effective to the extent that the teacher acts ways that are favorable to the development of desirable personality of the learners.

Research suggests that some attributes are characteristics of success of educators. These attributes include a positive outlook, physical strength, and a sense of humor, flexibility, self-understanding, emotional stability, emotional warmth, and sensitivity (Feeny and Chun, 1985). Furthermore, Gordon and Browne (1996) said that good teachers should have dedication, compassion, insight, flexibility, patience, and self-confidence.

According to Salandanan, in her talk in the seminar on Professionalizing Educators, she stated that following specific personal qualities of a teacher or educator: (1) has pleasing appearance, manners, courtesy, and pleasant voice; (2) is intelligent, emotionally stable, and has self-control; (3) is sympathetic, kind, helpful and patient; (4) has integrity, is trustworthy, honest, and loyal; (5) is flexible, creative, and resourceful; (6) is sociable, friendly, and cooperative; (7) is fair, impartial, and has tolerance; and (8) has a sense of humor, cheerful, and enthusiastic.

In the study conducted by Leviste (2004), personal qualities of good teachers include personality and occupational attitudes. Each was delineated by defining specific characteristics which include:

Personality. A good educator: (a) is pleasing in general appearance and observes proper grooming and attire, (b) is mentally alert and possesses mental ability needed for successful teaching, (c) has sense of humor and uses it appropriately to strengthen retention and interest, (d) has good health, vitality, normal or connected vision, hearing and speech, (e) demonstrates self-confidence and tolerance for stress and frustration, (f) exercises selfcontrol and is free from

distracting mannerisms, (g) is morally upright, honest, and sincere, (h) finds time to listen and talk with students to understand and help them in their problems, and (i) gets along well with colleagues, pupils, mentors, parents, administrators and others.

Occupational Attitudes. A good educator: (a) demonstrates enthusiasm for teaching and learning, (b) works constantly and diligently, (c) helps when students need assistance, (d) works extra time to improve teaching, (e) is punctual and regular in attendance, (f) prepares and submits neat and accurate report on time, (g) exhibits openmindedness to suggestions and criticisms, (h) demonstrates a sense of responsibility, selfreliance, creativity, and resourcefulness, (i) shows effective leadership and initiative in various school activities, and (j) uses time wisely.

B. Habits of a 21st Century Teacher

There are eight habits that a highly effective 21st century teachers must possess. They know 21st century educators are student-centered, holistic and they are teaching about how to learn as much as teaching about the subject area. But highly effective teachers in today's classrooms are much more than this. These are as follow:

Adapting. Harnessed as they are to an assessment-focused education model, the 21st century educator must be able to adapt the curriculum and the requirements to teach to the curriculum in imaginative ways.

Educators must be able to adapt software and hardware designed for a model into tools to be used by a variety of age groups and abilities. Educators must also be able to adapt to a dynamic teaching experience. When it all goes wrong in the middle of a class, when the technologies fail, the show must go on.

Being Visionary. Imagination is a crucial component of the educator of today and tomorrow.

Educators must look across the disciplines and through the curricula; they must see the potential in the emerging tools and web technologies, grasp these and manipulate them to serve their needs. The visionary teachers can look at others' ideas and

envisage how they would use these in their class.

Collaborating. Educators must be able to leverage these collaborative tools to enhance and captivate our learners. Educators too, must be collaborators: sharing, contributing, adapting and inventing.

Leading. Whether they are a champion of the process of ICT integration, a quiet technology coach, the 21st century educator is a leader. Like clear goals and objectives, leadership is crucial to the success or failure of any project.

C. Ways to be a Good 21st Century Teacher

People toss around terms in education and attach the words "21st century" to appear cutting edge or on the front end of trending ideas. As a teacher in the 21st century, it's good to see some of the things that are so-called 21st century and yet are no different from ideas from the 20th or even the 19th century.

To become a good 21st century teacher, one must follow the following ways: **Be a connected educator.** The idea of being a connected educator is not necessarily new, but it is certainly transformative through the technology of social media. Teachers can connect with other teachers, administrators, parents, students and other education-minded people worldwide with the click of a button. There are many tools out there that allow teachers to connect. Regardless of what you use, a good 21st-century teacher must be connected. There is no right way to do this.

Be a reflective practitioner. This is probably one of the most important areas, as we as a profession have in many ways not changed in 100 years. Tools in our classrooms have changed, but the pedagogy and practice have not. A 21st-century teacher is able to look at his or her practices and adapt and change based on the needs of learners. Too many teachers are teaching as they did when they started their careers 10, 20 or 30 years ago. What we know about student learning and motivation has changed; so, too, must the art of teaching. Stagnation

is the death of any teacher.

Be an advocate. The final thing that is important for good teachers in this century is to be an advocate for themselves as well as the profession. Teachers can sit and complain about it or they can do something about it and find ways to tell stories. It is a critical time in the history of education and how the profession is perceived in the public eye. Teachers are under attack in many places, and rather than playing the part of a wounded animal, they need to stand up for themselves and advocate for the great work they do every day.

D. Characteristic Features of 21st Century Teachers

In the fast changing world of the early 21st century, public education is also changing. As part of the changes, the role of schools and education will also be different both in the educational system and in the society. Together with them the role of teachers will also change. Depicted below are the characteristic features of 'ideal' teachers.

Teachers Traits and Attributes

Teachers affect learning, development, and may even make a difference in what learners become. Historian Richard Triana found remarkable consistency in the descriptions of the prominent American leaders about the teachers whom they admired most: 1) a command of subject matter, 2) a deep caring and concern for students, and 3) a distinctive memorable attribute or style of teaching. Triana summarized his findings: "I cannot emphasize enough how powerful this combination of attributes was reported to be. These

Americans believed their lives were changed by such teachers and professors.

Personal Traits

Teachers should also have strong personal standards and continue to be learners throughout life. In addition, they should be respectful of students, as well as parents, and be highly conscientious and resourceful. They can also communicate that they know what they are doing and why they

are doing it and must be aware of themselves as moral philosophers and facilitators of moral growth as well as possess the ability to develop trusting and respectful classroom atmospheres.

Teaching Traits

Experts in the field of developmental psychology agree that effective teachers encourage. Through consistent use of positive words, actions and facial expressions teachers provide students the hope to keep striving to learn and grow. They also agree effective teachers ask probing questions to challenge accuracy and completeness of thinking in a way that moves students towards their ultimate goal.

Intellectual Traits

All of the developmental psychologists show that one of the most important intellectual traits of effective teachers is to be life-long learners and role models for learning. They are as much street smart, as they are book smart. These teachers have knowledge of their students, the school, and the community in which they are teaching, and use this knowledge to uniquely approach each student and head off, or solve problems, in the classroom.

They spend time with students outside of the classroom in settings that enable them to learn about their students' passions, their dreams, and what they face each day in order to get to school. Their joy for learning is shown in their actions. Those teachers who model high expectations for themselves tend to get the same from their students.

E. Great Teacher

A great teacher is one a student remembers and cherishes forever. Teachers have long-lasting impacts on the lives of their students, and the greatest teachers inspire students toward greatness. To be successful, a great teacher must have: (a) an engaging personality and teaching style, (b) clear objectives for lessons, (c) effective discipline skills, (d) good classroom management skills, (e) good communication with parents, (f) high expectations, (g) knowledge of curriculum and standards, (h) knowledge of subject matter, (i) passion for children and teaching, and (j) strong rapport with students,

parents, administrators and others.

F. Qualities of a Good Teacher

Teaching is a career that provides challenges, excitement, personal reward and a chance to encourage and support others to achieve their goals.

There are many personal qualities and skills that make someone a good teacher. These includes being good at explaining things, being a people person and enjoy working with a wide range of people, enthusiasm and having a strong knowledge in particular subject areas. Another are being a good time manager, ability to work in a team as well as using your own initiative, keeping your cool under pressure and having patience and a good sense of humor. Also being fair-minded, coping well with change and enjoying a challenge.

G. The Educational Stakeholders And Their Roles According To Eddie Waters (2007)

School Board Members. A school board is comprised of members that are usually elected by the residents of the school district. The size of a school board varies between districts and from city to city; similarly, the power of the boards will vary between districts and from city to city. They are the guardians of the policy that help implement changes that will benefit the district or support the superintendent of the district who has the responsibility of implementing and maintaining the policies set by the board.

According to Darden (2008), the school board has to take in legal considerations when making decisions pertaining to policy governing them. This policy or law encompasses not only the teachers and administrators, but also the students and their parents. Ideal school boards will be educationally focused and will avoid risking legal action.

Superintendent. The school district superintendent has the job responsibility of making sure personnel selections meet state standards and benefits the district with their educational experience. The district superintendent as a stakeholder also makes important decisions in matters such as new committees.

school construction, the districts finance, and a major part of the curriculum and teaching that goes on in the schools of the district. The district superintendent has other responsibilities that include creating long-term plans for technology, educational delivery, and district growth.

According to Eddie (2007), a school district superintendent needs to have a commitment to playing a leading role in the building board governing capacity and conducting school business. The selection committee should look at the candidate's educational philosophy and the initiatives he or she will undertake in the future in terms of budgeting, strategic planning, and monitoring the performance of both the district and its employees.

Site Administrator. The site administrator represents the single most influential stakeholder in the school setting (Spillane, Camburn, and Pareja, 2007), and is expected to set the academic tone for students, parents, staff, and community members through effective participatory leadership. Effective site administration leadership develops a collaborative team approach to decision making and problem solving (U. S. Department of Labor, 2008), while simultaneously and consistently developing and maintaining district wide policies and guidelines.

Teachers. The teacher, along with the student, plays an interactive role in the education process because one cannot function without the other. "The empowerment of teachers will facilitate the empowerment of students (Short and Greer, 2002)." Teacher empowerment takes the form of providing teachers with a significant role in decisions making, control over their work environment and conditions, and opportunities to serve in a range of professional roles (Short and Greer, 2002).

The teacher as a stakeholder is expected to possess the professional knowledge to lead the students in instruction. In addition to serving in an instructional role the teacher can be a mentor, supervisor, counselor, and community leader. The teacher can be a mentor to students or other teachers. The teacher's role as counselor can be used to offer advice to students or school advisory

Parents. Parents play key roles as

educational stakeholders. Parents' primary objective is the assurance that their children will receive a quality education, which will enable the children to lead productive rewarding lives as adults in a global society (Cotton and Wiklund, 2001). Parents bring a valuable quality to the educational experience of their children because they may better understand their own children and can influence significantly student behaviors such as time management and study habits, eating practices, and their personal safety and general welfare.

Students. Schlechty (2001) states "statements about the purpose of education have emphasized the intention of the schools to provide all students with the "opportunity to learn". "For years, they public schools have taken as their primary customers those students who come to school with the backgrounds, incentives, and work habits that lead them to desire to engage in academic pursuits (Schlechty, 2001)."

Today schools serve a wider range of students who are expected to meet standards that were required of only a few students years ago (Schlechty, 2001). Those who are identified as students have changed from all to those who participate but their role in the education process has not change. The student plays the lead role in the educational process and as stakeholders are expected to participate in the process. "Successful schools encourage significant participation by parents, students and teachers (Wilson, 2008)." Although the student's primary role is that of a recipient, students should be encouraged to exercise their decision-making role in the education process. By giving aid to the decisionmaking process students become an integral part of a successful institution. Empowering students with shared decision making increases their choices and responsibilities for their own learning (Short and Greer, 2002).

Theoretical Framework

This research work was anchored by Dewey's Theory of Progressivism (1951), he general.

A 21st century teacher should be conscious of how he/she looks. He/she must be well-groomed, well-dressed, cheerful, smart and

viewed education as a process of social activity and believed that the school was related to the society that it served. It gives reaction about the 21st century teacher to accomplish the purpose of connecting education to the realities imposed by the rapid changes of the society.

Progressivism was developed by John Dewey's pedagogic theory. Experience represented the core concept of his philosophy. Progressivism opened a new era in education which took into account the students' individualities, stimulating teachers' creativity and focusing on a practice based education.

Hence, teachers serve not only its learners but also the community he/she is based. He/she should model essential skills and good attitudes, demonstrate efficiency in teaching so that he/she will earn respect from people around him/her. Progressive education needed philosophy based upon experiences, the interaction of the person with his environment.

In this study stakeholders gave their views and perspectives about the 21st century teacher based from their existence and progress as teachers.

Conceptual Framework

Innovative educators today referred to as 21st century teachers share many unique characteristics. They demonstrate proficiency in teaching and model the essential skills and pedagogy of teaching process. Hence, this study is focused on the image of the 21st century educators as perceived by the stakeholders.

A teacher is a diplomat and ambassador of tact and sensitivity, as he/she facilitates productive, positive interactions among the municipality of personalities, cultures, beliefs and deals. He/she must be equipped with necessary competencies as well as personal attributes or traits that would speak and gauge him/her as a part of the classroom in particular, and in the community in

healthy. In addition, he/she must be vigilant on how he/she behaves. One should be humble, honorable, well-mannered, disciplined, and proactive in the way he/she

acts inside and outside the classroom. More so, an excellent teacher must be alert whenever he/she thinks. Coping with the changes and shifts in the educational set-up, a teacher needs to be a global thinker; he/she should be realistic, intelligent, open-minded and practical. A teacher should also be honest, polite, confident, has a clear diction, and has a sense of humor whenever he/she talks with students as well as other people.

An effective and efficient teacher works with initiative, should be creative, organized, responsible and resourceful. And when dealing with others, he/she should be fair, kind, caring, understanding, and friendly. Besides, a teacher should deal with his/her students in a lenient and at times be authoritative. He/she should also be respectful and encouraging, as well as collaborative. Other personal attributes of a teacher should be: being generous, patient, morally upright, nationalistic, and most importantly God-fearing.

In our society, teachers are given professional status. As experts and professionals, they are expected to have desirable traits, essential proficiency, and attitudes. Nowadays, it is not sufficient that teachers employ teaching practices based solely on intuition, personal preference, or conventional wisdom. Teachers should also put into consideration the perceptions of others especially the stakeholders for them to improve themselves as person and as a different stakeholders of both public and private schools and communities in Ilocos Norte with an attached letter. The researchers adapted the survey checklist from Philippine Normal University, Manila. Then, specific dates were scheduled for the release and retrieval of data.

After which, the responses were tabulated, analyzed and interpreted.

Research Instrument

A survey checklist was used to gather data about the traits and attributes of a 21st century teacher from the points of view of the stakeholders. The survey checklist contains statements which the respondents evaluated by checking a specific column according to

professional.

METHODOLOGY

Research Design

The research design used in this study was quantitative and descriptive. It provided sufficient data for the personal traits and attributes of a 21st century teacher, how teachers react in specific academic situations, and the view or approach of the teachers about the society, environment, and organizations. The researchers distributed a survey checklist as measuring instruments in collecting data to determine the traits and attributes that a teacher of 21st century should possess.

Locale of the Study

This present undertaking was conducted at the different public and private educational institutions and communities in Ilocos Norte.

Population and Sample

The population included the different stakeholders (administrators, teachers, parents, students, and community partners). The stakeholders were randomly selected as respondents.

Research Procedure

Prior to the conduct of the study, the researchers floated survey checklists to the

their desired but reliable choices.

The checklist is comprised of two parts. It illustrates the personal attributes of a 21st century teacher and how a 21st century teacher reacts in different situations and cases. In Part A, there are eight (8) categories of personal attributes and the respondents were required to rank two out of five choices, while in Part B, there are five (5) choices and the respondents choose from two options. The categories include: how the teacher look, behaves, thinks, talks, works, deals with other others, and other personal traits. Part B includes five (5) items which state how the 21st century teacher should react in each given situation.

Statistical Analysis

Comparison of the rank of percentage data was used to identify the top perception of stakeholders towards the image of a 21st century teacher.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Results and Findings

How the Teacher Looks	A	B	C	D	E	Total	Rank
Well groomed	5	4	2	3	3	17	3.5
Well dressed	1	3	3	2	2	11	2
Cheerful	2	2	4	5	4	17	3.5
Smart	3	1	1	1	1	7	1
Healthy	4	5	5	3	5	22	5

Legend:

A	Administrators
B	Parents
C	Students
D	Community
E	Teachers

Table 1 shows the rank answers of the administrators, parents, students, community, and teachers when asked about how the teacher looks. Based from administrators' perspective, a well-dressed and cheerful teacher tops their choices while parents prefer a teacher who is smart and cheerful. Students look at a 21st century teacher who is smart and well-groomed. The community views a 21st century teacher as smart and well-dressed while teachers said that a well-dressed and smart teacher looks well. This shows that the looks of the teacher should not only come from his/her physical appearance

A. Personal Attributes

Respondents were allowed to choose 2 out of the 5 choices based from their perception of a 21st century teacher.

Table 1. The ranking of stakeholders' perspective on how a 21st century teacher looks.

but also from within. All the stakeholders except for the administrators want a 21st century teacher to be smart.

As to the overall ranking, being smart ranks 1 followed by well dressed. This further shows that the stakeholders are prioritizing smartness to be a trait of a 21st century teacher. When a teacher is smart in her looks she/he is careful, quick and neat in appearance.

Table 2. The ranking of stakeholders' perspective on how a 21st century teacher behaves.

How the Teacher Behaves	A	B	C	D	E	Total	Rank
Humble	5	4	4	3	3	19	4
Honorable	1	3	3	4	5	16	3
Well mannered	2	2	1	2	1	8	1
Disciplined	3	1	2	1	2	9	2
Proactive	4	5	5	5	4	23	5

Legend: A Administrators
 B Parents
 C Students
 D Community
 E Teachers

Table 2 shows the behavior of the teacher as reflected in her teaching performance and through her interactions with people around her. The administrators view a 21st century teacher as honorable and disciplined. On the other hand parents, students, community and teachers said that a 21st century teacher should be well-mannered and disciplined,

Majority of the stakeholders answered that a teacher should be well

mannered, being proactive rank last. This shows that 21st century teachers should behave with good manners because if someone possessed good manners she/he will treat other people with courtesy and politeness, and shows correct public behavior.

Table 3. The ranking of stakeholders' perspective on how a 21st century teacher thinks.

How the Teacher Thinks	A	B	C	D	E	Total	Rank
Global Thinker	5	3	4	4	3	19	4
Realistic	1	4	3	3	2	13	2.5
Intelligent	2	2	2	2	5	13	2.5
Open-minded	3	1	1	1	1	7	1
Practical	4	5	5	5	4	23	5

Legend: A Administrators
 B Parents
 C Students
 D Community

Table 3 shows the ranking of the stakeholders based from the way a teacher thinks. All of them answered that a teacher should be open-minded however, their second choice differs. Administrators and teachers prefer that a 21st century teacher should be realistic while parents, students and community said that a teacher should be intelligent. This proves that the best attribute

a 21st century teacher should have is to be open-minded. Overall, the table shows that stakeholders prefer a 21st century teacher that is open minded in her way of thinking. An open-minded teacher means receptive to new and different ideas or the opinions of others. Table 4. The ranking of stakeholders' perspective on how a 21st century teacher talks.

How the Teacher Talks	A	B	C	D	E	Total	Rank
Honest	5	4	4	1	3	17	3.5
Polite	1	2	5	3	4	15	2
Confident	2	1	1	2	1	7	1
Clear Diction	3	5	2	3	5	18	5
With Sense of Humor	4	3	3	5	2	17	3.5

Legend: A Administrators
 B Parents
 C Students
 D Community
 E Teachers

Table 5. The ranking of stakeholders' perspective on how a 21st century teacher works.

How the Teacher Works	A	B	C	D	E	Total	Rank
With Initiative	5	5	4	5	1	20	5
Creative	1	2	3	1	3	10	1
Organized	2	3	1	3	4	13	2.5
Responsible	3	1	2	2	5	13	2.5
Resourceful	4	4	5	4	2	19	4

Legend: A Administrators

B	Parents
C	Students
D	Community
E	Teachers

Table 5 shows the stakeholders' perspective on the way a teacher works. According to the administrators, they prefer a teacher who works with initiative and is creative. Parents answered that they prefer a teacher who is creative and responsible while students view that a teacher should be organized and responsible. The community answered that teachers should be creative and responsible

while teachers prefer that teacher should be resourceful and works with initiative. Overall ranking shows that a 21st century teacher should be creative in her works. A creative teacher shows that she/he can solve a problem in a new way and changes his/her perspective. Being creative means taking risk.

Table 6. The ranking of stakeholders' perspective on how a 21st century teacher deals with others.

How the Teacher Deals with Others	A	B	C	D	E	Total	Rank
Fair	5	1	1	3	2	12	2
Kind	1	4	3	4	4	16	3.5
Caring	2	5	5	5	5	22	5
Understanding	3	1	2	1	1	8	1
Friendly	4	3	4	2	3	16	3.5

Legend:

A	Administrators
B	Parents
C	Students
D	Community
E	Teachers

Table 6 shows the perspective of the stakeholders based from the way the teacher deals with others. All the stakeholders came up with a unanimous answer that a 21st century teacher should be fair and

understanding. However, being understanding tops their perception about a 21st century teacher. To be understanding means sympathetically aware of other people's feelings; tolerant and forgiving.

Table 7. The ranking of stakeholders' perspective on how a 21st century teacher deals with students.

How the Teacher Deals with Students	A	B	C	D	E	Total	Rank
Strict	5	5	4	4	4	22	4.5
Collaborative	1	3	3	1	3	11	2.5
Respectful	2	2	2	3	2	11	2.5
Authoritative	3	4	5	5	5	22	4.5
Encouraging	4	1	1	2	1	9	1

Legend: A Administrators
 B Parents
 C Students
 D Community
 E Teachers

Table 7 shows the perspective of the stakeholders based from how the teacher deals with students. It shows that administrators prefer a 21st century teacher should work and deal with students collaboratively and respectfully. On the other hand, parents, students, community and

teachers said that teacher should be respectful and encouraging. To be encouraging tops the list among the stakeholders' choices this shows that a teacher supports students with confidence and by giving hope for future success.

Table 8. Other Personal Traits of the Teacher

Other Personal Traits	A	B	C	D	E	Total	Rank
Generous	5	3	4	3	4	19	4
Patient	1	2	1	1	2	7	1
Morally Upright	2	4	3	5	3	17	3
Naturalistic	3	5	5	4	5	22	5
God-fearing	4	1	2	2	1	10	2

Legend: A Administrators
 B Parents

- C Students
- D Community
- E Teachers

The table shows the other personal traits of a teacher. All the stakeholders said that a teacher should be patient and God-fearing. But, majority of the respondents answered that a teacher should be patient. A patient teacher means the ability to accept or tolerate delays, problems, or

suffering without becoming annoyed or anxious.

A. Specific Cases

Respondents were allowed to choose one out of the two choices about how teacher reacts in different situation and the tables below illustrate their perspectives.

Table 9. The teacher’s manner of reacting when assigned to handle a multicultural class.

Manner of Reacting When Assigned to Handle a Multicultural Class, the teacher;	A	B	C	D	E	Total	Rank
a.) a good opportunity to enhance teaching skills	71	100	99	100	98	468	1
b.) a time to seek employment in other schools	29	0	1	0	2	32	2

- Legend:
- A Administrators
 - B Parents
 - C Students
 - D Community
 - E Teachers

According to the stakeholders, the 21st century teacher when handling a multicultural class, the teacher sees it as a good opportunity to enhance his/her teaching

skills. This shows that a 21st century teacher is an opportunity taker. Opportunities can make and enhance their teaching experiences.

Table 10. The teacher’s manner of reacting when a coached team fails to win a competition.

When a coached fails to win in a competition, the teacher	A	B	C	D	E	Total	Rank
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a.) cheers up	14	51	48	79	39	231	2
b.) is challenged	86	49	52	21	61	269	1

Legend:

A Administrators
 B Parents
 C Students
 D Community
 E Teachers

According to the administrators, students and teachers, a 21st century teacher should cheer up when a coached team fails in a competition. However parents and community said that a teacher should be

challenged. The rank shows that a teacher is challenged when it fails to win as coached in competitions. This shows that a 21st century teacher become better when he/she fails to win.

Table 11. The teacher's manner of reacting when the school's overall performance in an accreditation/evaluation process is failing.

When the school's overall performance in accreditation/evaluation process is failing, the teacher;	A	B	C	D	E	Total	Rank
a.) reviews the weak areas, and helps in improving the school's performance	67	94	94	98	94	447	1
b.) observes colleague	33	6	6	2	6	53	2

Legend:

A Administrators
 B Parents
 C Students
 D Community
 E Teachers

The table shows that stakeholders agree that the 21st century teacher should review the weak areas and help in improving the school's performance when the school's

overall performance in accreditation or evaluation process is failing. This shows that teachers help each other in the event that the schools standard is at stake.

Table 12. The teacher's manner of reacting when a colleague violates school rules or policies.

When a colleague violates school rules or policies, the teacher;	A	B	C	D	E	Total	Rank
a.) counsels the colleague	67	95	97	98	96	453	1
b.) observe the colleague	33	5	3	2	4	47	2

Legend: A Administrators
 B Parents
 C Students
 D Community
 E Teachers

The table above shows that stakeholders agree that a 21st century teacher should observe a colleague when he/she violates school rules or policies. This proves that teachers are vigilant implementers of rules and policies of the school.

Table 13. The teacher's manner of reacting when a superior reprimands a colleague for an error.

When a superior reprimands a colleague for an error, the teacher;	A	B	C	D	E	Total	Rank
a.) defend the colleague	14	47	57	37	96	251	2
b.) consoles the colleague	86	53	43	63	4	249	1

Legend: A Administrators
 B Parents
 C Students
 D Community
 E Teachers

Table 13, shows the responses of the stakeholders based from their perspective and observations when superior reprimands a colleague for an error. Administrators, parents, community and teachers said that a teacher should console his/her colleagues. On the other hand, students agree that a teacher should defend his/her colleague. Majority of the answers state that the 21st century teacher defends his/her colleague when a superior reprimands for an error. This shows that a 21st century teacher is concern to her/his fellows during hard times.

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The study showed the image of the 21st century educator as perceived by the stakeholders. The design used in this study was quantitative and descriptive design. The researchers distributed a survey checklist for measuring instruments in collecting data to determine the traits and attributes of the 21st century teacher. It was distributed to the various schools and communities of Ilocos Norte.

The distributed survey checklist contains statement wherein the respondents evaluated the teacher based from their desires and observations. Frequency distribution was used to determine the perceptions of the different stakeholders.

Conclusion

Based on the findings of the study, the following conclusion was drawn:

Based from the data gathered a 21st century teacher should be smart, well-mannered and disciplined, open-minded in the way he/she thinks, confident in talking, creative and responsible in her work, understanding in the way he/she deals with others, respectful in dealing with students, and is patient.

Aside from the personal attributes of a 21st century teacher as perceived by the

stakeholders, he/she should know how to react when faced with some academic situations. A 21st century teacher should consider as a good opportunity to enhance teaching skills when he/she is assigned to handle a multicultural class. Furthermore, he /she should cheer up and challenged when a coached team fails to win in a competition. The teacher should also review the weak areas, and help in improving the school performance in the event that the school's over-all performance in accreditation is falling. The teacher will also observe a colleague when he/she violates school rules and policies; when a superior reprimands a colleague, the teacher consoles him/her.

Recommendations

In view of the findings and the conclusions drawn, the following recommendations are proposed:

Administrators should take into consideration the results of this research in order to create a harmonious working relationship with their subordinates.

Learning should become more relevant to stakeholders' needs and quality programs should grow as stakeholders find the offerings matched to the needs and expectations of 21st century teachers.

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