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The Teaching Pedagogies as Correlates to the Board Licensure Examination for Professional Teachers (BLEPT) Performance of Selected Teacher Education Institutions (TEIs): Inputs for Faculty and Curriculum Instruction Areas

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ABSTRACT

One of the most pressing concerns nowadays is the quality of education. Because the major focus of education has shifted, educators should go beyond present educational demands to maintain the standard of 21st-century pedagogy. Thus, the purpose of this study was to determine the teaching pedagogies as correlates with BLEPT performance as assessed by the sixty-six (66) faculty members of the selected TEIs. This study made use of the descriptive research method and stratified sampling technique. The findings of the study revealed that the faculty members of the selected TEIs integrate 21st century pedagogical skills into their teaching. However, there are four indicators under local and global connections that show that teachers frequently practice their skills in accordance with the principles of 21st century teaching. Accordingly, it has been found that those skills need to be enhanced in their teaching pedagogy. In terms of the relationship between the respondents' assessment of 21st century teaching skills and their licensure examination rating, in the year 2018, it indicates that there is no association between the 21st century skills of teachers and the BLEPT rating. However, in 2019, half of the given eight components, such as critical thinking, collaboration, communication, and using technology as a learning tool, do not significantly affect the BLEPT performance of selected TEIs. Lastly, the null hypothesis states that there is no significant difference in 21st century pedagogical skills when they are grouped according to highest educational attainment, length of service, academic rank, and eligibility, except when grouped according to institution, which was revealed as statistically significant. As a result of the study's findings, inputs for faculty and curriculum instruction areas were proposed to aid accreditation compliance.

Keywords: *Teaching Pedagogies, BLEPT Performance, Teacher Education Institutions (TEIs), Faculty and Curriculum Areas, Accreditation Compliance*

INTRODUCTION

There is nothing constant in our world but change. Education, like today's society, is becoming increasingly complex and difficult for educators. Educators must accept the challenges of dealing with diverse and 21st-century learners, integrating technology in the classroom, and developing innovative teaching-learning processes. Educators have the most crucial role to play in the society. Through them, students have been provided with an excellent quality of education which will help them to achieve their goals and dreams in life. With these, competencies and qualities are required by them to fully perform as a professional teacher.

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The fast development of education has prompted many governments around the world to take initiatives to modernize curriculum, teaching, and learning processes. This transition aims to provide students with a higher-quality education that will prepare them for life and work in the twenty-first century (Nahar, Safar, Hehsan, & Junaid, 2018). The curriculum and 21st century teaching and learning activities should cover all abilities required for 21st century education (Nooraini & Abd Halim, 2017), and students must master a variety of skills in order to compete in today's rapidly changing environment.

According to Bendriyanti et.al. (2019), with the advent modernization brought about by the industrial revolution 4.0, education must cope up with these changes. Graduates must be characterized by digital-based capabilities. Teachers as one of the educational actors are required to have broader literacy competencies in order to reach global scientific insights. In the case of the Philippines, teachers are indispensable part of education. Teacher facilitates the transfer of knowledge and the modification of behavior.

Further, as cited by Guinayen (2015), one of the most commonly mentioned indicators of quality of higher education programs in the country is the performance of the graduates in the licensure examinations. The licensing examination is one of the last hurdles that a candidate must face in the licensing process. A board has the ultimate responsibility to ensure that the examination meets technical, professional, and legal standards, and, protects the health, safety and welfare of the public by assessing candidates' abilities to practice competently. Once a candidate has passed a licensing examination, the board must be comfortable granting the license, thus assuring the public that the licensee is minimally qualified to practice at the time of initial licensure.

Today, one of the most pressing concerns is the quality of education. Education prepares students to confront a brighter future, to be self-sufficient, and to handle a variety of problems. Globally, educational systems are looking for best practices to equip students in school to deal with increasingly complex life and work in order to meet the needs of the 21st century. Teachers in the twenty-first century skills must not only ensure that their students' academic progress is improving, but they must also create a workforce and a holistic personality to handle the newest economic difficulties.

The quality of the teachers who oversee the education system determines the system's excellence. This statement demonstrates the importance of teachers in the success of any educational program, including influencing student learning at a higher level. Teachers are also critical to economic success and education for 21st-century skills-based sustainable development. It is the responsibility of schools and teachers to educate all students for the educational demands of life and work in a rapidly changing world by equipping them with the necessary skills.

Because the major focus of education has shifted, teachers should be properly prepared in teaching students 21st-century abilities. Using 21st-century teaching pedagogy entails making sure students can learn, practice, and apply skills that are useful in today's world. Educators should go beyond present educational demands to maintain the standard of 21st-century pedagogy. Every teacher should be able to integrate information and communication technology into their classrooms, with the learning process being a key component.

Furthermore, teacher preparation programs should give various chances for teachers to learn, develop, and practice these 21st-century abilities, as teachers expect to provide such skills to their pupils. Therefore, identifying and promoting the most successful methods, such as those that assist students attain targeted learning outcomes, is critical. Similarly, designing teaching tactics is critical in determining the quality of students' learning.

In the context of this study, in order for the selected TEIs to meet the standards of the Professional Regulations Commission (PRC) relative to board examination, the faculty improved their method of teaching by innovating their strategies such as inclusion of technology in the teaching and learning process, and the use of Outcome-based instruction. The emphasis on continuing professional education (CPE), or taking the Master's and Doctorate degrees, has now been more pursued by teachers for advancement in knowledge, rank or position, and for other purposes.

The researcher, being one of the faculty at Taguig City University (TCU), prompted to engage in this study with the end goal of determining the teaching pedagogies of the TEIs faculty, and its correlations in the

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BLEPT performance as an input for faculty and curriculum areas. The researcher acknowledges the importance of passing the Board of Licensure Examination for Professional Teachers. The researcher took the challenge to determine the possible factors and predictors that may affect the BLEPT performance of the selected TEIs.

This study aimed to assessed the teaching pedagogies of the selected Teacher Education Institutions (TEIs) as it correlates to their Board Licensure Examination for Professional Teachers (BLEPT) performance. Specifically, it sougth answers to the following questions:

1. What is the professional profile of the respondents in terms of:
   highest educational attainment; length of service; academic rank; and eligibility?
2. What is the BLEPT performance rating of the selected TEIs from 2018 to 2019?
3. How do the respondents assess their teaching pedagogies of the TEIs instructors, in terms of: critical thinking; collaboration; communication; creativity & innovation; self-regulation; making global connections; making local connections; and using technology as a tool for learning?
4. Is there a significant relationship between the assessment of respondents' teaching pedagogies and the BLEPT performance of the TEIs for the years 2018 and 2019?
5. Is there a significant difference in the assessments of respondents to the teaching pedagogies when grouped according to profile?
6. Based on the findings of the study, what inputs may be proposed for faculty and curriculum instruction area?

METHODS

This study made use of the descriptive research method. The stratified sampling technique was used in this study. The TEI faculty members were studied for the extent of their teaching pedagogies used in the classroom. The quantitative survey was used since it determined the extent of which teaching pedagogical skills were used by the teachers through the results of the survey instrument consisting of two parts. The first part of the instructor respondent questionnaire described the professional profile of the respondents as to highest educational attainment, length of service, academic rank, and eligibility. The second part assessed the instructors'/professors' teaching pedagogical skills and effectiveness in terms of critical thinking, collaboration, communication, creativity and innovation, self-regulation, global connections, local connections, and using technology as a tool for learning in selected TEIs. Furthermore, the documentary analysis technique was used in this study in gathering the required data for the Board Licensure Examination for Professional Teachers (BLEPT) performance of the respondents in the year 2018 to 2019. Data on the BLEPT rating of the respondents were obtained from the record of the Professional Regulation Commission (PRC).

The respondents of the study were the instructors/professors of the selected Teacher Education Institutions (TEIs). Faculty from Paranaque's Olivarez College, the Polytechnic University of the Philippines Taguig (PUPT), and Taguig City University (TCU) with a total of 66 respondents, assessed the academic year 2021–2022, the same year where the researchers conducted the study.

The following statistical tools were used: frequency distribution, percentage, weighted mean, chi-square test and analysis of variance.

RESULTS AND DISCUSSION

Table 1. *Distribution of Respondents according Highest Educational Attainment*

Highest Educational Attainment	Frequency	Percent (%)
Bachelor's Degree	2	3.0
With MA Units	23	34.8
With Master's Degree	19	28.8

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With Doctoral Units	9	13.6
With Doctoral Degree	13	19.7
Total	66	100.0

Table 1 presents the profile of respondents in terms of their highest educational attainment. In this table, with MA units. having the highest frequency of 23, or 34.8%. However, the bachelor's degree got the lowest frequency of 2 or 3.0% among all the respondents. It revealed that the majority of them are with MA units, which indicates that although there is a huge number of faculty who already have their master's and doctorate degrees, a great percentage of faculty still do not comply with the minimum requirement for teachers at the tertiary level, which is a master's degree.

Table 2. *Distribution of Respondents According to Length of Service*

Length of Service	Frequency	Percent (%)
1 year below	9	13.6
2-3 years	11	16.7
4-6 years	16	24.2
7-9 years	6	9.1
10 years and beyond	24	36.4
Total	66	100.0

Table 2 shows the profile of respondents in terms of length of service. The profile of respondents showed that the majority of them have the longest length of service of 10 years and beyond, with the highest frequency of 24 or 36.6%. And the shortest period of service has a frequency of 6 of 9.1 percent, with a length of service of 10 years and beyond. It implies that the majority of the faculty in TEIs are experienced or seasoned educators.

Table 3. *Distribution of Respondents According to Academic Rank*

Academic Rank	Frequency	Percent (%)
Instructor I	20	30.3
Instructor II	7	10.6
Instructor III	7	10.6
Asst. Professor I	14	21.2
Asst. Professor II	3	4.5
Asst. Professor III	2	3.0
Associate Professor I	2	3.0
Associate Professor II	2	3.0
Associate Professor III	1	1.5
Professor I	3	4.5
Professor III	2	3.0
College University Professor	3	4.5
Total	66	100.0

.Table 3 illustrates the academic rank of the instructor-respondent distributions. It can be gleaned from the table that 20 out of 66 respondents, or 30.3%, have the academic rank of instructor I, 14 or 21.2%, are Assistant Professor I, while the least academic rank is associate professor III, with a frequency of 1 or 1.5%. This implies that the majority of the faculty who responded to the questionnaire have instructor I as their academic rank.

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Table 4. *Distribution of Respondents According to Eligibility*

Eligibility	Frequency	Rank
LET/ BLEPT Passer	58	1
Civil Service Passer	7	2
Others	1	4
None	5	3

It can be seen from table 4 that the profile of respondents in terms of eligibility. It indicates that the majority of the respondents are PRC licensed holders as it ranks first, followed by civil service passers in rank 2, no eligibility in rank 3, and lastly, 'others' in rank 4. One of the respondents is a registered psychologist. The results are considered the LET as a written assessment required for all professional teacher applicants as mandated by Republic Act (RA) 7836, also known as the Teacher Professionalization Act of 1994. Hence, to become a qualified, professional, and licensed teacher, one should pass the LET administered .by the Professional Regulation Commission (PRC) governed by Republic Act 8.981, also known as the PRC Modernization Act of 2000.

Table 5. *BLEPT Performance Rating of the Selected TEIs from 2018 to 2019*

Overall, School Performance Rating		
TEIs.	September 2018	September 2019
Taguig City University	53.98%	41.05%
Olivarez College	60.00%	31.58%
Polytechnic University of the Philippines, Taguig Branch	67.74%	75.68%

Table 5 reflects the BLEPT (Board of Licensure Examination for Professional Teachers) overall school performance rating of the selected TEIs (Teacher Education Institutions) at the secondary level from 2018 to 2019. It can be gleaned from the table above that the school performance rating of the selected TEIs varies from each other and from each academic year. The Polytechnic University of the Philippines, Taguig branch, garnered the highest percentage of passers in the September 2018 LET with a rating of 67.74%, followed by the Olivarez College with 60.00% and lastly, the Taguig City University with 53.98%. Next is the performance of schools in September 2019 LET. The Polytechnic University of the Philippines, Taguig branch, again got the highest percentage of passers with a rating of 75.68%, followed by the Taguig City University with 41.05%, and lastly, the Olivarez College with 31.58%. Among the selected TEIs in the September 2018 and 2019 Licensure Examination for Teachers, Polytechnic University of the Philippines Taguig is the top performing school.

The BLEPT performance of two (2) selected Teacher Education Institutions (TEIs) has been depreciated due to the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 20, series of 2013, which mandates a restructuring of the current General Education Curriculum (GEC) implemented in 2018-2019 in compliance with the kindergarten to Grade 12 (K-12) program.

During the first year of implementation, there's a difficulty during the transition, and it is just the start of the capability training given to teachers. The HEIs also had difficulty conceptualizing a highly effective way of maintaining the formation subjects needed by the students without the additional costs.

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Table 6. *Respondents' Assessment on Teaching Pedagogical Skills of Instructors in Terms of Critical Thinking*

	Indicator	Mean	Verbal Interpretation
1.	compare information from different sources before completing a task or assignment	3.71	Highly Practiced
2.	draw their own conclusions based on analysis of numbers, facts, or relevant information	3.74	Highly Practiced
3.	summarize or create their own interpretation of what they have read or been taught	3.77	Highly Practiced
4.	analyze competing arguments, perspectives or solutions to a problem	3.70	Highly Practiced
5.	develop a persuasive argument based on supporting evidence or reasoning	3.68	Highly Practiced
6.	try to solve complex problems or answer questions that have no single correct solution or answer	3.76	Highly Practiced
7.	use various type of reasoning as appropriate to the situation	3.77	Highly Practiced
8.	articulate clearly the result of one's inquiry	3.73	Highly Practiced
9.	effectively analyze and evaluate evidences, arguments, claims and beliefs	3.73	Highly Practiced
10.	reflect reasoned judgment and decision critically on learning experiences and process	3.73	Highly Practiced
	Over-all Mean	3.73	Highly Practiced

Legend: VI-Verbal Interpretation; 3.50-4.00=HP; 2.50-3.49=FP 1.50-2.49=RP; 1.00-1.49=NP
HP-Highly Practice; FP- Frequently Practice; RP- Rarely Practice; NP- Not Practice

Table 6 presents the assessment of respondents on the teaching of pedagogical skills in terms of critical thinking. According to the table, respondents "highly practiced" on all critical thinking indicators, with an overall mean of 3.73. It is remarkable to note that, *summarizing or creating their own interpretation of what they have read or been taught* and *using various types of reasoning as appropriate to the situation* garnered the highest mean of 3.77. The indicator *tries to solve complex problems or answer questions that have no single correct solution or answer* ranked as the second highest ($\bar{x}$ =3.17). While the indicator *developed a persuasive argument based on supporting evidence or reasoning,* it got the lowest mean of 3.68.

The data is supported by the empirical study in Indonesia cited by Irwanto, Rohaeti, and Prodojosanto (2018). Students' critical thinking skills are at an all-time low, as evidenced by their inability to correctly present statements, draw logical conclusions, and provide a minimal assessment based on relevant facts. Furthermore, Caliskan, Selcuk, and Erol (2018) state that problem solving skills are essential in higher education teaching and learning in formulating new answers to build solutions, where each step is a precursor to the next step and the outcome of the previous steps.

With strong critical thinking skills, the selected Teacher Education Institutions (TEIs) considered the best interests of the students while also working within their institution's goals and standards. Teachers should always be updated with different educational innovations and latest issues concerning education. Moreover, it is also found in the Curriculum domain which shows indicators on teachers' ability to create situations that encourage learners to use higher order thinking skills.

Table 7. *Respondents' Assessment on Teaching Pedagogical Skills of Instructors in Terms of Collaboration*

	Indicator	Mean	Verbal Interpretation
1.	work in pairs or small groups to complete a task together	3.74	Highly Practiced
2.	work with other students to set goals and create a plan for their team	3.70	Highly Practiced
3.	create joint products using contributions from each student	3.68	Highly Practiced

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4.	collaborate through listening with case, patience and honesty.	3.64	Highly Practiced
5.	interact effectively with others by speaking with clarity and awareness of audience and purpose	3.80	Highly Practiced
6.	recognize the individual roles of successful team/group and identify learner's own strengths and weaknesses	3.76	Highly Practiced
7.	present their group work to the class, teacher or others	3.82	Highly Practiced
8.	work as a team to incorporate feedback on group tasks or products	3.76	Highly Practiced
9.	give feedback to peers or assess other students' work	3.70	Highly Practiced
10.	inspire others to reach their very best via example of selflessness	3.76	Highly Practiced
	Over-all Mean	3.73	Highly Practiced

Legend: VI-Verbal Interpretation; 3.50-4.00=HP; 2.50-3.49=FP 1.50-2.49=RP; 1.00-1.49=NP
HP-Highly Practice; FP- Frequently Practice; RP- Rarely Practice; NP- Not Practice

Table 7 displays the assessment of respondents on the teaching pedagogical skills in terms of collaboration. It shows that the respondents 'highly practiced' on all the indicators under collaboration, with an over-all mean of 3.73. As observed in the table, the indicator *presents their group work to the class, teacher or others* got the highest mean of 3.82, followed by *interact effectively with others by speaking with clarity and awareness of audience and purpose.* Whereas the indicator *collaborates through listening with case, patience and honesty* gained the lowest mean of 3.64. It demonstrates that the instructors have had numerous opportunities to improve their collaboration skills.

As a result, according to the World Economic Forum (2016), the opportunity to collaborate encourages students to practice working in groups. When students work together with classmates or peers to achieve common goals, their leadership skills strengthen, and so does their ability to maintain a harmonious relationship. Whereas the indicator "*give feedback to peers or assess other students' work*" indicates that instructors use it frequently in their teaching pedagogy. Students' evaluations of their instructors, on the other hand, do not support the same weighted mean result. Students need more expertise, as well as the ability to interact, connect, and solve problems. Assessing own learning and or other students' work needs attention to the instructors' pedagogy. Particularly, it allows improved collaboration, embraces all-access learning, and provides different options for learning pace and even content to make activities more exciting and manageable for students (Breed, 2020).

Most of instructor in instructors in the Teacher education Institutions (TEIs) believe in the power of collaboration and frequently engage our students in collaborative activities. In collaborative activities, they want to ensure that students don't just occupy the same physical space but that they share an intellectual space that they learn more, do more, and experience more together than they would alone.

Table 8. *Respondents' Assessment on Teaching Pedagogical Skills of Instructors in Terms of Communication*

	Indicator	Mean	Verbal Interpretation
1.	construct data for use in written products or oral presentations (e.g., creating charts, tables or graphs)	3.65	Highly Practiced
2.	convey their ideas using media other than a written paper (e.g., posters, video, blogs, etc.)	3.74	Highly Practiced
3.	prepare and deliver an oral presentation to the teacher or others	3.72	Highly Practiced
4.	answer questions in front of an audience	3.74	Highly Practiced
5.	equip with sound knowledge of basis vocabulary, functional grammar and style, functions of language	3.68	Highly Practiced
6.	decide how they will present their work or demonstrate their learning	3.77	Highly Practiced

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7.	perform skills needed to use aids to produce, presents or understand complex texts in written and oral form	3.83	Highly Practiced
8.	incorporate disposition to approach the opinions and arguments of others with an open mind and engage in constructive and critical dialogue	3.74	Highly Practiced
9.	read and interpret different texts, adopting strategies appropriate to various reading purposes	3.68	Highly Practiced
10.	effectively assess their own communication skills	3.73	Highly Practiced
	Over-all Mean	3.73	Highly Practiced

Legend: VI-Verbal Interpretation; 3.50-4.00=HP; 2.50-3.49=FP 1.50-2.49=RP; 1.00-1.49=NP
HP-Highly Practice; FP- Frequently Practice; RP- Rarely Practice; NP- Not Practice

From the table, the assessment of respondents on the teaching pedagogical skills in terms of communication can be gleaned. The instructor's weighted mean score on the given indicators was 3.73, indicating that communication skills are highly practiced. It shows that the instructors have had plenty of opportunities to hone their communication skills.

Consequently, the instructors have heavily emphasized the *perform skills needed to use aids to produce, present or understand complex texts in written and oral form,* which obtained a highest mean of 3.83. However, the indicator *construct data for use in written products or oral presentations (e.g., creating charts, tables or graphs),* got the lowest mean of 3.65.

As a result, students will have access to more networking tools than they do today (NPDL, 2017) and will be able to use almost every mode of communication to some degree, as they already have global networks and resources. Students will have access to a variety of tools, including immersive tutorials and online courses, to practice using and displaying their communication skills through a variety of formats and devices (NPDL, 2017).

On the other hand, they must also have the requisite skills to be capable of, as well as understand what it means to be a responsible and ethical communicator, and there are a variety of approaches, strategies, tools, and networks they can use to engage with the audience (2018, Cobo).

Teachers nowadays give importance on the communication skills because effective communication skills are fundamental to success in numerous aspects of life. It is important that the teachers have good communication skills so that their students can follow in their footsteps and become good orators.

Table 9. *Respondents' Assessment on Teaching Pedagogical Skills of Instructors in Terms of Creativity and Innovations*

	Indicator	Mean	Verbal Interpretation
1.	use idea creation techniques such as brainstorming or concept mapping	3.74	Highly Practiced
2.	generate their own ideas about how to confront a problem or question	3.74	Highly Practiced
3.	test out different ideas and work to improve them	3.67	Highly Practiced
4.	invent a solution to a complex, open-ended question or problem	3.62	Highly Practiced
5.	look at a problem from a different angle to find a solution	3.71	Highly Practiced
6.	create an original product or performance to express their ideas	3.73	Highly Practiced
7.	be open to others ideas and perspectives and incorporate others ideas into the work	3.74	Highly Practiced
8.	create new and exciting ideas using their sense of self	3.79	Highly Practiced
9.	be open to learn from your mistakes if failure arises	3.79	Highly Practiced
10.	assess their own creativity and innovation skills effectively	3.73	Highly Practiced
	Over-all Mean	3.73	Highly Practiced

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Legend: *VI-Verbal Interpretation; 3.50-4.00=HP; 2.50-3.49=FP 1.50-2.49=RP; 1.00-1.49=NP*
HP-Highly Practice; FP- Frequently Practice; RP- Rarely Practice; NP- Not Practice

The table demonstrates the assessment of respondents on teaching pedagogical skills in terms of creativity and innovation. It demonstrates that the respondents' pedagogical skills of creativity and innovation were 'highly practiced' in all indicators, with a mean of 3.73. It shows that the TEIs faculty have honed their creativity and innovation abilities.

It is notable that among the indicators, *create new and exciting ideas using their sense of self* and *be open to learn from your mistakes if failure arises* gained the highest mean of 3.79, while the indicator *invent a solution to a complex, open-ended question or problem* has the lowest mean ($\bar{x}$ = 3.62).

All the indicators of creativity and innovation skills have been highly practiced by the instructors. This supports the claim made by Caliskan, Selcuk, and Erol (2018) that an immense amount of available knowledge and critical analysis on developing projects and inventing solutions to problems enhances a student's capacity to be creative in terms of focusing on the problems faced.

While recent research suggests that a significant proportion of secondary and university students lack the ability to access and select suitable online tools, this was never deemed a hindrance by the institutions' instructors, as it was perceived as frequently practiced by the students.

Table 10. *Respondents' Assessment on Teaching Pedagogical Skills of Instructors in Terms of Self-Regulation*

	Indicator	Mean	Verbal Interpretation
1.	take initiative when confronted with a difficult problem or question	3.70	Highly Practiced
2.	choose their own topics of learning or questions to pursue	3.73	Highly Practiced
3.	plan the steps they will take to accomplish a complex task	3.73	Highly Practiced
4.	choose for themselves what examples to study or resources to use	3.80	Highly Practiced
5.	find and manage time effectively to allow for learning	3.79	Highly Practiced
6.	develop and maintain the discipline needed for self-learning	3.77	Highly Practiced
7.	understand themselves as learners in order to understand their needs	3.79	Highly Practiced
8.	embrace a growth mindset and is not easily give up when the going gets tough	3.77	Highly Practiced
9.	monitor their own progress towards completion of a complex task and modify their work accordingly	3.68	Highly Practiced
10.	use specific criteria to assess the quality of their work before it is completed	3.70	Highly Practiced
	Over-all Mean	3.75	Highly Practiced

Legend: VI-Verbal Interpretation; 3.50-4.00=HP; 2.50-3.49=FP 1.50-2.49=RP; 1.00-1.49=NP
HP-Highly Practice; FP- Frequently Practice; RP- Rarely Practice; NP- Not Practice

In terms of self-directions, Table 10 presents the assessment of respondents on their teaching pedagogical skills. The table reveals that on all the indicators under self-regulation, it is 'highly practiced' by the respondents ($\bar{x}$ = 3.75). It indicates that both the indicators *find and manage time effectively to allow for learning* and *understand themselves as learners in order to understand their needs* got the highest mean of 3.79, while the indicator *monitor their own progress towards completion of a complex task and modify their work accordingly* got the lowest mean of 3.68.

Jamilah Sulaiman and Siti Noor Ismail (2020) assert that teacher instruction should be student-centered and incorporate information and communication (ICT) to help students learn 21st-century skills. This proves that the indicators of self-regulation skills that have been applied to the teaching pedagogy of the instructors will eventually result in encompassing a wider range of abilities than digital skills. Technical skills, knowledge processing, communication, teamwork, innovation, critical thinking, and problem solving are all examples, as are ethical awareness skills, cultural awareness, adaptability, self-regulation, and lifelong learning.

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Nevertheless, in the CHED Memorandum 46, s. 2012, the Commission on Higher Education (CHED) demands that all higher education institutions (HEIs) embrace Outcomes-Based Education (OBE), which leads to the student-centered approach of teaching which aligns with 21st century skills, as demonstrated by instructors' pedagogical means in the classroom, resulting in perfect indicators of self-regulation skills adoption.

Table 11. *Respondents' Assessment on Teaching Pedagogical Skills of Instructors in Terms of Global Connections*

	Indicator	Mean	Verbal Interpretation
1.	study information about other countries or cultures	3.59	Highly Practiced
2.	use information or ideas that come from people in other countries of cultures	3.56	Highly Practiced
3.	discuss issues related to global interdependency (for example, global environment trends, global market economy)	3.53	Highly Practiced
4.	foster a greater and broader perspective about the people and places all around the world	3.67	Highly Practiced
5.	understand the life experiences of people in cultures besides their own	3.67	Highly Practiced
6.	study the geography of distant countries	3.44	Frequently Practiced
7.	raise awareness and respect for our uniqueness and diversity	3.65	Highly Practiced
8.	use various forms of digital communication and collaboration that might use them as they connect with others	3.58	Highly Practiced
9.	develop the compassion that gives them a sense of purpose and calls them to make the world safer and more equitable for all	3.64	Highly Practiced
10.	reflect on how their own experiences and local issues are connected to global issues	3.58	Highly Practiced
	Over-all Mean	3.59	Highly Practiced

Legend: VI-Verbal Interpretation; 3.50-4.00=HP; 2.50-3.49=FP 1.50-2.49=RP; 1.00-1.49=NP
HP-Highly Practice; FP- Frequently Practice; RP- Rarely Practice; NP- Not Practice

Table 11 shows the assessment of respondents on the teaching of pedagogical skills in terms of global connections. As reflected in the table, as the instructor rated themselves on the ten indicators with a weighted mean of 3.59, this translates to glocal connection skills as 'highly practiced.' It determines that the instructors have highly practiced in their pedagogical skills all the indicators of glocal connection skills. The indicator *foster a greater and broader perspective about the people and places all around the world,* and *understand the life experiences of people in cultures besides their own*, obtained the highest computed mean of 3.67. The lowest computed mean of 3.44 belongs to *study the geography of distant countries.*

The indicator *"study the geography of distant countries"* was discovered to be one of the least commonly used pedagogical strategies. In the study of Savin-Baden (2014), he argues that it is about comprehending and acting upon issues and perceptions from diverse societies, geographies, and global realms.

Lindsay, (2017) asserts that to act on issues of local and global significance, one must frame understanding of the world through connected experiences that go beyond the typical textbook approach and the limitations of face-to-face or local interactions, turn intercultural differences into intercultural understandings by breaking down categories and challenging attitudes of cultural superiority and socioeconomic dominance.

It is truly that this indicator is frequently regarded as the most challenging skills for students to learn. Global connection skills enable students to explore and interpret a variety of data types that are deeply ingrained in culture: norms, values, beliefs, ideologies, and assumptions about the world and the way it works. Some of the teachers failed to incorporate this into their lessons or were unsure how to do so. Therefore, it is empirical that instructors should enhance their pedagogical skills concerning the indicators of global connection.

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Table 12. *Respondents' Assessment on Teaching Pedagogical Skills of Instructors in Terms of Local Connections*

	Indicator	Mean	Verbal Interpretation
1.	investigate topics or issues that are relevant to their family or community	3.58	Highly Practiced
2.	develop a strong sense of their local communities and to participate actively	3.64	Highly Practiced
3.	link academic learning with community service	3.48	Frequently Practiced
4.	give plenty of time and opportunity to experience and work in the wider community.	3.47	Frequently Practiced
5.	apply what they are learning to local situations, issues or problems	3.64	Highly Practiced
6.	talk to one or more members of the community about a class project or activity	3.45	Frequently Practiced
7.	analyze how different stakeholder groups or community members view an issue	3.53	Highly Practiced
8.	respond to a question or task in a way that weighs the concerns of different community members or groups	3.62	Highly Practiced
9.	display solidarity by showing an interest in and helping to solve problems affecting local community	3.59	Highly Practiced
10.	assess their own skills in making local connections effectively	3.64	Highly Practiced
	Over-all Mean	3.56	Highly Practiced

Legend: VI-Verbal Interpretation; 3.50-4.00=HP; 2.50-3.49=FP 1.50-2.49=RP; 1.00-1.49=NP
HP-Highly Practice; FP- Frequently Practice; RP- Rarely Practice; NP- Not Practice

In terms of local connections, the table displays the assessment of respondents on the teaching pedagogical skills. It can be seen that the indicators *develop a strong sense of their local communities and to participate actively*, *apply what they are learning to local situations, issues or problems* and *assess their own skills in making local connections* gained the highest mean of 3.64 verbally interpreted as 'highly practiced'. On the other hand, the indicator *talk to one or more members of the community about a class project or activity* has the lowest mean of 3.45 with a verbal interpretation of 'frequently practiced'.

As there is an emphasis on the value of local community engagement and corresponding online channels for promoting and facilitating community involvement, this aligns with Ognyanova's (2013) study, as cited by Wilcox D., Liu J. C., Thall, J., and Howley T., (2017) in their study, that being able to connect with the local community, apply their knowledge to solve local issues, and analyze variations shows that they acquire such local connection skill.

Moreover, the findings affirm the studies of Jimes, Wiess, and Keep (2018) and Cheng (2015) that teachers should teach the importance of content of a certain topic that is rooted in the cultural context or in a local setting. Hence, teachers should adopt localized instructional materials to suit to the localized setting of learner, and adhere to making the lesson flexible, fit, creative, relevant, meaningful, and adaptive to students' level of understanding and instructional needs.

These indicators, like the outcomes of global connections, largely pertain to the application of local connections, which most teachers failed to incorporate into their lectures or were unsure how to do so. Because of the increased focus on local community participation and related online channels, instructors must create strong local relationships in order to develop a clear cultural identity and participate actively in their communities.

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Table 13. *Respondents' Assessment on Teaching Pedagogical Skills of Instructors in Terms of Using Technology as a Tool for Learning*

	Indicator	Mean	Verbal Interpretation
1.	use technology or the internet for self-instruction (e.g., Khan academy or other videos, tutorials, self-instructional websites, etc.)	3.82	Highly Practiced
2.	select appropriate technology tools or resources for completing a task	3.80	Highly Practiced
3.	evaluate the credibility and relevance of online resources	3.77	Highly Practiced
4.	use technology to analyze information (e.g., databases, spreadsheets, graphic programs, etc.)	3.80	Highly Practiced
5.	use technology to help them share information (e.g., multimedia presentations using sound or video, presentation software, blogs, podcasts, etc.	3.85	Highly Practiced
6.	use technology as a tool to research, organize, evaluate and communicate information	3.83	Highly Practiced
7.	use technology to support teamwork collaboration (e.g., shared work spaces, email exchanges, giving and receiving feedback, etc.	3.83	Highly Practiced
8.	use information to support critical thinking, creativity, and innovations in different context in learning	3.82	Highly Practiced
9.	integrate a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies	3.74	Highly Practiced
10.	adopt technology effectively through the use of digital technologies communication/networking tools, and social networks appropriately to access, manage, integrate	3.79	Highly Practiced
	Over-all Mean	3.80	Highly Practiced

Legend: VI-Verbal Interpretation; 3.50-4.00=HP; 2.50-3.49=FP 1.50-2.49=RP; 1.00-1.49=NP
HP-Highly Practice; FP- Frequently Practice; RP- Rarely Practice; NP- Not Practice

Table 13 displays the assessment of respondents on the teaching pedagogical skills in terms of using technology as a tool for learning. As the instructor rated themselves on the ten indicators, it gained a weighted mean of 3.47, which shows that the level of using technology as a tool for learning is highly practiced. As shown in the table above, the assessment of respondents in the *use of technology as a tool to research, organize, evaluate and communicate information,* and the *use technology to support teamwork collaboration (e.g., shared work spaces, email exchanges, giving and receiving feedback, etc.* garnered the highest mean of 3.83, while, *integrate a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies,* obtained the lowest mean of 3.74.

The study's findings back up Andrade's (2016) claim that using ICT-integrated pedagogy improves students' 21st-century skills. There are numerous advantages to integrating technology into the classroom. As a result, according to Goodwin (2019), improvements in pedagogical practices are needed to keep up with pervasive digital technologies and changing times. As a result of these revelations, pedagogical strategies for teaching and learning must evolve in parallel with digitization, as technology has proved to be equally effective and ubiquitous in all aspects of our lives around the world (Sikhakhane, Munyaradzi; Govender, Samantha; Maphalala, Mncedisi Christian, 2020).

The selected Teacher Education Institutions (TEIs) are digitally literate and understand how to integrate it into curriculum that contribute to high quality lessons since they have potential to increase students' motivation.

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Table 14. *Relationship between Respondents' Assessments on Teaching Skills and TEI's BLEPT Rating on 2018*

Component	Chi-square value	Sig-value	Decision	Remarks
Critical Thinking Skills	26.342	.155	Failed to reject H_0	Not Significant
Collaboration Skills	23.336	.383	Failed to reject H_0	Not Significant
Communication Skills	19.962	.460	Failed to reject H_0	Not Significant
Creativity and Innovation Skills	27.758	.184	Failed to reject H_0	Not Significant
Self-Direction Skills	25.558	.110	Failed to reject H_0	Not Significant
Global Connection	34.817	.071	Failed to reject H_0	Not Significant
Local Connection	37.496	.039	Reject H_0	Significant
Using Technology as Learning Tool	27.279	.128	Failed to reject H_0	Not Significant

Decision Rule: Sig-value ≤ 0.05: Reject H0, Sig-value > 0.05: Accept H0

The table demonstrates the relationship between the respondents' assessment of teaching pedagogical skills and their licensure examination rating in 2018. As presented on the table, the significant value of seven (7) components was greater than 0.05, hence it failed to reject the null hypothesis. This indicates that there is no association between the teaching pedagogical skills of teachers and the BLEPT rating. It concluded that there is no significant relationship between the teaching pedagogies and the BLEPT rating. This indicates that whether or not the teachers have teaching pedagogical skills, their students' licensure exams may not be affected at all.

In the study of Tindowen, Bassig, & Cagurangan (2017) revealed that the level of learners' acquisition of local connection skills is low. This implies that the learners enrolled do not yet possess these skills. In the study of Gallardo (2015) saying that community and schools must collaborate in achieving specific objectives, thus enriching not just their intellectual capacity but also their social awareness. Moreover, the findings affirm the results of the studies of Jimes, Wiess, and Keep (2018) and Cheng (2015) that local connection skills have the lowest acquisition by the students.

According on the findings of the study and other relevant research, most professors either failed to incorporate or were unaware how to do so within their lectures. Teachers should emphasize the value of content embedded in a cultural context or a local setting, as well as the importance of developing strong local relationships in order to develop a clear cultural identity and actively participate in their communities. In addition, teachers should use localized teaching materials to match the learner's environment.

Table 15. *Relationship between Respondents' Assessment on Teaching Pedagogies and TEI's BLEPT Rating on 2019*

Component	Chi-square value	Sig-value	Decision	Remarks
Critical Thinking Skills	30.618	.060	Failed to reject H_0	Not Significant
Collaboration Skills	27.813	.182	Failed to reject H_0	Not Significant
Communication Skills	23.915	.246	Failed to reject H_0	Not Significant
Creativity and Innovation Skills	34.625	.042	Reject H_0	Significant
Self-Direction Skills	31.380	.026	Reject H_0	Significant
Global Connection	41.323	.015	Reject H_0	Significant
Local Connection	45.842	.005	Reject H_0	Significant
Using Technology as Learning Tool	30.864	.057	Failed to reject H_0	Not Significant

Decision Rule: Sig-value ≤ 0.05: Reject H0, Sig-value > 0.05: Accept H0

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Table 15 reveals the relationship between the respondents' assessment of teaching pedagogical skills and TEI's BLEPT rating in 2019. Based on the computed significant values of the variables, half of the given components, such as critical thinking, collaboration, communication, and using technology as a learning tool, do not significantly affect the BLEPT performance of selected TEIs in 2019 as their computed significant values are greater than 0.05 level of significance. As a result, the null hypothesis was not rejected. There is a negligible correlation between the aforementioned variables. However, it can be remarked that the other half of the components, such as creativity and innovation, self-directed skills, global connection, and local connection, has relations to the BLEPT rating, since the obtained significant values are less than 0.05 level of significance.

Half of the given components shows that it does not significantly affect the BLEPT performance of selected TEIs in 2019. It was supported by the study of Nool and Ladia (2015) who studied the factors influencing the licensure examination of teacher education institutions in the Cordillera Administrative Region. It was found out that faculty qualification and curricula do not significantly influence the performance of the institutions in the licensure examination. Only the institution's admission and retention policies have a significant positive influence on exam performance.

The other half of the given 8 components revealed that they significantly affected the BLEPT performance of selected TEIs in 2019 because of the implementation of Commission on Higher Education (CHED) Memorandum Order (CMO) No. 20, series of 2013, which mandates a restructuring of the current General Education Curriculum (GEC) implemented in 2018-2019 in compliance with the Kindergarten to Grade 12 (K-12) program.

During the first year of implementation, there was a difficulty during the transition on the part of the teachers because it was just the start of the capability training and they had difficulty conceptualizing a highly effective way of maintaining the formation subjects needed by the students, which led depreciate to the BLEPT performance of two TEIs in 2019.

Table 16. *Difference in Respondents' Assessment of Teaching Pedagogies when Grouped by Institution*

Component	F-value	Sig-value	Decision	Remarks
Critical Thinking Skills	7.897	.001	Reject H_0	Significant
Collaboration Skills	1.491	.233	Failed to reject H_0	Not Significant
Communication Skills	7.192	.002	Reject H_0	Significant
Creativity and Innovation Skills	4.563	.014	Reject H_0	Significant
Self-Direction Skills	9.814	.000	Reject H_0	Significant
Global Connection	7.981	.001	Reject H_0	Significant
Local Connection	6.393	.003	Reject H_0	Significant
Using Technology as a Learning Tool	8.443	.001	Reject H_0	Significant

Decision Rule: Sig-value ≤ 0.05: Reject H0, Sig-value > 0.05: Accept H0

On Table 16, the difference in the respondents' assessment of teaching pedagogies among the eight components can be seen when grouped according by institution. As presented on the table, the level of significance of the seven (7) components is less than 0.05, hence the null hypothesis is rejected. It is then concluded that the difference in the assessment of the teachers' pedagogical skills is statistically significant when grouped according to their institution.

The results were supported by the study by Asio & Riego de Dios (2018) that showed the professional attributes of a teacher are seen differently when the respondents came from different institutions. In a study by Baric & Burusic (2014), they revealed an interesting finding between the relationship of school-based Catholic religious education and parish-based catechesis, where it represents a weak source of religious education and teaching satisfaction. Although it has no direct relationship with the result of the study, it shows that the type of school can influence the result of the study at hand.

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Table 17. *Difference in Respondents' Assessment of Teaching Skills when Grouped by Highest Educational Attainment*

Component	F-value	Sig-value	Decision	Remarks
Critical Thinking Skills	1.802	.140	Failed to reject H_0	Not Significant
Collaboration Skills	1.336	.267	Failed to reject H_0	Not Significant
Communication Skills	2.251	.074	Failed to reject H_0	Not Significant
Creativity and Innovation Skills	2.094	.093	Failed to reject H_0	Not Significant
Self-Direction Skills	1.480	.219	Failed to reject H_0	Not Significant
Global Connection	1.894	.123	Failed to reject H_0	Not Significant
Local Connection	1.024	.402	Failed to reject H_0	Not Significant
Using Technology as Learning Tool	1.766	.147	Failed to reject H_0	Not Significant

Decision Rule: Sig-value ≤ 0.05: Reject H0, Sig-value > 0.05: Accept H0

Table 17 shows the difference in the respondents' assessment of the teaching pedagogical skills when grouped by highest educational attainment. On the basis of the data presented above, it is possible to visibly show that the null hypothesis has been accepted based on the results of Sig-value. Hence, the highest educational attainment is not significantly different from the respondents' assessment of the 21st century teaching skills. It implies that 21st century skills do not vary in terms of educational attainment.

This finding was supported by Pa-alisbo's (2017) study, which found no significant difference between the two when grouped by profile, specifically highest educational attainment.

Table 18. *Difference on Respondents' Assessment on Teaching Skills when Grouped by Length of Service*

Component	F-value	Sig-value	Decision	Remarks
Critical Thinking Skills	.689	.633	Failed to reject H_0	Not Significant
Collaboration Skills	1.149	.345	Failed to reject H_0	Not Significant
Communication Skills	.729	.605	Failed to reject H_0	Not Significant
Creativity and Innovation Skills	1.005	.423	Failed to reject H_0	Not Significant
Self-Direction Skills	.641	.669	Failed to reject H_0	Not Significant
Global Connection	1.280	.284	Failed to reject H_0	Not Significant
Local Connection	2.673	.030	Reject H_0	Significant
Using Technology as Learning Tool	1.207	.317	Failed to reject H_0	Not Significant

Decision Rule: Sig-value ≤ 0.05: Reject H0, Sig-value > 0.05: Accept H0

It can be seen on Table 18, the difference in the respondents' assessment of teaching pedagogical skills among the eight components when grouped according to length of service. As presented on the table, to relation with local connection skills, they are statistically significant when grouped according to length of service. Based on the result, it implies that in adapting and relating the content of the curriculum and the process of teaching and learning to local conditions, environment, and resources was based on instructor's number of years in service, while the level of significance of the seven (7) components is greater than 0.05, hence the null hypothesis is not rejected. It is then concluded that the difference in the assessment of the teachers' teaching pedagogical skills is statistically not significant when grouped according to length of service.

This was also supported by the study of Pa-alisoc (2017), which found that the 21st Century Skills and Job Performance of Teachers did not vary in terms of educational attainment, length of service, academic rank or salary grade. Young professionals have been developed in their pre-service years while seasoned teachers have been honed through the passing of the years.

In local connection skills, since the majority of respondents have the longest length of service of 10 years and beyond, most of the seasoned or experienced teachers already know how to create learning environments that respond to the aspirations of the community; use community resources to support learning; participate in community activities that promote learning; and encourage students to apply classroom learning to the community.

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Table 19. *Difference on Respondents' Assessment on Teaching Skills when Grouped by Academic Rank*

Component	F-value	Sig-value	Decision	Remarks
Critical Thinking Skills	.666	.763	Failed to reject H_0	Not Significant
Collaboration Skills	.665	.765	Failed to reject H_0	Not Significant
Communication Skills	.774	.664	Failed to reject H_0	Not Significant
Creativity and Innovation Skills	.870	.574	Failed to reject H_0	Not Significant
Self-Direction Skills	.910	.538	Failed to reject H_0	Not Significant
Global Connection	1.362	.218	Failed to reject H_0	Not Significant
Local Connection	1.527	.149	Failed to reject H_0	Not Significant
Using Technology as Learning Tool	.776	.662	Failed to reject H_0	Not Significant

Decision Rule: Sig-value ≤ 0.05: Reject H0, Sig-value > 0.05: Accept H0

Table 19 displays the respondents' assessment of teaching pedagogical skills among the 8 components when grouped by academic rank. It can be gleaned from the table above that all components were not significantly different from the respondents' assessment of 21st century teaching pedagogical skills when grouped by academic rank, as their computed significant values are greater than the 0.05 level of significance. As a result, the null hypothesis was not rejected.

The data supported by the study of Pa-alisbo (2017) shows that the 21st century skills of the teachers do not differ when grouped according to academic rank. They believe that they can manage to perform the expected skills at whatever level they are at. It also implies that the teachers' self-efficacy really matters when they self-assess their competence in terms of the 21st Century Skills.

Table 20. *Difference on Respondents' Assessment on Teaching Skills when Grouped by Eligibility*

Component	F-value	Sig-value	Decision	Remarks
Critical Thinking Skills	1.451	.211	Failed to reject H_0	Not Significant
Collaboration Skills	1.326	.260	Failed to reject H_0	Not Significant
Communication Skills	1.256	.292	Failed to reject H_0	Not Significant
Creativity and Innovation Skills	1.188	.325	Failed to reject H_0	Not Significant
Self-Direction Skills	1.928	.091	Failed to reject H_0	Not Significant
Global Connection	.963	.458	Failed to reject H_0	Not Significant
Local Connection	.920	.487	Failed to reject H_0	Not Significant
Using Technology as Learning Tool	1.070	.391	Failed to reject H_0	Not Significant

Decision Rule: Sig-value ≤ 0.05: Reject H0, Sig-value > 0.05: Accept H0

Table 20 demonstrates the differences in their assessments of teaching skills when grouped by when respondents were grouped by eligibility. Based on the sig-value results, it can be shown that the null hypothesis has been accepted in the data presented above. As a result, eligibility doesn't significantly differ from the respondents' assessment of 21st-century teaching skills.

Conversely, this result was opposed to the study of Yazon & Manaig (2017). It was found that teacher-respondent's performance differed significantly when they were grouped according to highest educational attainment, eligibility, academic rank, and years in service. The higher the level of education, the eligibility, the academic rank, and the length of service of the teacher, the better the performance.

Summary of Findings

The preceding paragraphs summarize the findings of this study. To wit:

1. Professional Profile of the Respondents
   1.1. Highest educational attainment, majority of them are with MA units.
   1.2. Length of service, majority of them have the longest length of service of 10 years and beyond.

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1.3. Academic rank, majority of the faculty who responded to the questionnaire have instructor I as their academic rank.
1.4. Eligibility, majority of the respondents are PRC licensed holders.

2. Assessment of the Respondents on Teaching Pedagogical Skills
2.1. As to Critical Thinking, the assessment of respondents on the teaching pedagogical skills in terms of critical thinking. Based on the findings, the respondents 'highly practiced' on all the indicators under the critical thinking. It is remarkable to note that, *summarizing or creating their own interpretation of what they have read or been taught and use various types of reasoning as appropriate to the situation* garnered the highest mean value. While the indicator *developed a persuasive argument based on supporting evidence or reasoning* got the lowest mean value.
2.2. As to Collaboration, the assessment of respondents on the teaching pedagogical skills in terms of collaboration. It shows that the respondents 'highly practiced' on all the indicators under collaboration. The indicator *presents their group work to the class, teacher or others* got the highest mean value. Whereas the indicator *collaborates through listening with case, patience and honesty* gained the lowest mean value.
2.3. As to Communication. In the assessment of respondents on the teaching pedagogical skills in terms of communication based on the instructor's weighted mean score on the given indicators, indicating that communication skills are highly practiced. Consequently, the instructors have heavily emphasized the *perform skills needed to use aids to produce, presents or understand complex texts in written and oral form*, which obtained a highest mean value. However, the indicator *construct data for use in written products or oral presentations (e.g., creating charts, tables or graphs),* got the lowest mean of value.
2.4. As to Creativity and Innovations, It shows that the respondents 'highly practiced' in all indicators under the pedagogical skills creativity and innovations. It is notable that among the indicators*, create new and exciting ideas using their sense of self and be open to learn from your mistakes if failure arises* gained the highest mean value, while the *indicator invents a solution to a complex, open-ended question or problem* has the lowest mean value.
2.5. As to Self-regulation, the assessment of respondents on the teaching pedagogical skills reveals that on all the indicators under self-regulation, it is 'highly practiced' by the respondents. It indicates that both the indicators *find and manage time effectively to allow for learning and understand themselves as learners in order to understand their needs* got the highest mean value, however, the indicator *monitor their own progress towards completion of a complex task and modify their work accordingly* got the lowest mean value.
2.6. As to Global Connections, the assessment of respondents on the teaching pedagogical skills in terms of global connections reflected in the results, as the instructor rated themselves on the ten indicators, this translates to glocal connection skills as highly practiced. Moreover, the indicator *fosters a greater and broader perspective about the people and places all around the world, and understand the life experiences of people in cultures besides their own*, obtained the highest computed mean value. The lowest computed mean belongs to *study the geography of distant countries.*
2.7. As to Local Connections, the assessment of respondents on the teaching pedagogical skills can be seen that the indicators *develop a strong sense of their local communities and to participate actively, apply what they are learning to local situations, issues or problems and assess their own skills in making local connections* gained the highest mean value as 'highly practiced'. On the other hand, the indicator *talks to one or more members of the community about a class project or activity* have the lowest mean of value of 'frequently practiced'.
2.8. As to Using Technology as a Tool for Learning, the assessment of respondents on the teaching pedagogical skills in terms of Using Technology as a Tool for Learning shows that the level of using technology as a tool for learning is highly practiced. As shown above in the table assessment of respondents in the use of technology as a tool to *research, organize, evaluate and communicate*

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information, and the use technology to support teamwork collaboration (e.g., shared work spaces, email exchanges, giving and receiving feedback, etc. garnered the highest mean value, while, *integrate a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies,* obtained the lowest mean value.

3. Relationship Between Respondents' Assessment on Teaching Pedagogies and TEI's BLEPT Rating
   - 3.1 The relationship between the respondents' assessment of teaching pedagogies and their licensure examination rating in 2018 is failed to reject the null hypothesis. There is no significant relationship between the 21st century teaching skills and BLEPT rating.
   - 3.2 The relationship between the respondents' assessment on teaching pedagogies and TEI's BLEPT rating in 2019 based on the computed significant values of the variables, half of the given components, such as the critical thinking, collaboration, communication, and using technology as learning tool do not significantly affect the BLEPT performance of Selected TEIs in 2019 However, it can be remarked that the other half of the components such as creativity and innovation, self-regulation skills, global connection and local significantly affect the BLEPT rating.
4. Difference in the Respondents' Assessment on Teaching Skills when grouped according to Profile
   - 4.1 The difference in the respondents' assessment on skills among the eight components when grouped according by institution. As presented on the results, the null hypothesis is rejected. The difference in the assessment of the teachers in their teaching pedagogies is statistically significant when grouped according to their institution.
   - 4.2 The respondents' assessment on the teaching skills when grouped by highest educational attainment, it visibly shows that the null hypothesis has been accepted. Hence, highest educational attainment is not significantly different from the respondents' assessment on the 21st century teaching skills.
   - 4.3 The difference in the respondents' assessment on teaching pedagogies among the eight components when grouped according to length of service the null hypothesis is not rejected. The difference in the assessment of the teachers in their 21st century skills is statistically not significant when grouped according to length of service. In relation with local connection skills is statistically significant when grouped according to length of service.
   - 4.4 The respondents' assessment on teaching pedagogical skills when grouped by academic rank. The results that all components were not significantly different from the respondents' assessment on teaching pedagogical skills when grouped by academic rank as their computed significant values are greater than 0.05 level of significance, as a result, the null hypothesis was not rejected.
   - 4.5 The differences in their assessments of 21st century teaching skills when grouped when respondents were grouped by eligibility. The null hypothesis has been accepted in the data presented above. As a result, eligibility doesn't significantly differ from the respondents' assessment of 21st-century teaching skills.

CONCLUSION

In light of the significant findings, the following conclusions were drawn:

1. Professional profile of the instructor-respondents. There is a huge number of faculty who already have their masters and doctorate degree. As to their length of service, it only implied that most of the faculty in TEIs are seasoned teachers. The results of their academic rank it also inferred that the majority of the faculty who responded to the questionnaire have instructor I. In terms of Eligibility, majority of the respondents are PRC licensed holders.
2. Assessment of respondents on 21st-century teaching pedagogical skills. Faculty members of the selected TEIs integrate 21st-century pedagogical skills into their teaching in order to calibrate the standards posed by CHED and Philippine accrediting bodies. However, the global and local skills it has been

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found that those skills need to be enhanced in their teaching pedagogy, most especially in localization and contextualization.

3. Relationship between the respondents' assessment of 21st-century teaching skills and their licensure examination rating in the year 2018 and 2019. In 2018, whether the teachers possess 21st-century pedagogical skills, their students' licensure examination may not be affected at all. However, in 2019, half of the components significantly affected the BLEPT rating. In other words, the instructors and the future BLEPT takers should take into consideration to the following 21st-century skills that serve as predictors or factors affecting the BLEPT performance of the school.
4. Significant difference in 21st-century pedagogical skills when they are grouped according to highest educational attainment, length of service, academic rank, and eligibility. The mentioned professional profiles do not predict their 21st-century skills except when grouped according to institutions. This served as proof that the type of school can influence the result of the study at hand.

Recommendation

In view of the findings and conclusions drawn from the study, the researcher came up with the following recommendations.

1. The Commission on Higher Education (CHED) should further ensure that the learning content prescribed in teacher education curriculum is in accordance 21st century standards and curriculum, and with the table of specifications of the Board Examination for Teachers provided by the Professional Regulation Commission (PRC).
2. Teacher Education Institutions (TEIs). There's a need to create a workable mechanism for monitoring and review of curriculum must improvise and sustain their own Professional Development Program which will help teachers in developing their teaching pedagogical skills.
3. TEIs Administrators should conduct curriculum assessment to review and align program goals, strategies, content; and processes in ways that support educators in teaching for 21st century skills outcomes to further enhance the content of the teacher education curriculum in accordance to CHED memorandum order conforming to the competencies required in the National Competency-Based Teacher Standards (NCBTS) and Professional Regulation Commission (PRC).
4. Department heads should ensure updated content of syllabi and learning materials and closely monitor and evaluate the performances of the faculty and students. They should also encourage the faculty members to attend trainings, seminars, workshops and conferences to further enhance their skills and competence.
5. Curriculum developers should focus on teachers' development program in terms of global and local connections integration in teaching.
6. TEIs faculty members should diligently observe the performance of the students, and are recommended to conduct different programs and trainings the high effectively of 21st century skills such as global and local connections. Teachers should be adaptive and creative in using localization and contextualization in teaching which is being stipulated in the provisions of our 1987 Philippine Constitution particularly on Article XIV, Section 14 of the 1987 Philippine Constitution which states that "The State shall foster the preservation, enrichment, and dynamic evolution of a Filipino national culture based on the principle of unity in diversity in a climate of free artistic and intellectual expression" and Article XIV, Section 5. (1), which states that "The State shall take into account regional and sectoral needs and conditions and shall encourage local planning in the development of educational policies and programs."
7. Academic staffs should screen upcoming teacher education graduates through valid pre-board examinations and encourage them to attend review classes and/or trainings to upgrade their potential performance in taking the BLEPT.
8. Future BLEPT-takers should take intensive review for the subject areas covered in BLEPT under the pillar of 21st century education.
9. A parallel study for future researchers on local connections skills, which were revealed to be the TEIs faculty's weakest skill, was conducted. There's a need to emphasize the value of content embedded in a

cultural context or a local setting, as well as the importance of developing strong local relationships in order to develop a clear cultural identity and actively participate in their communities.

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