

Teachers' Agreement with Mitigation Strategies for Globalization Challenges in Basic Education: A Descriptive Profile with Explanatory Insights from the Catmon District

*Dr. Dexter R. Arnejo

Cebu Technological University – Main Campus

*Correspondence Author

DOI: <https://dx.doi.org/10.47772/IJRISS.2026.100300205>

Received: 14 March 2026; Accepted: 20 March 2026; Published: 31 March 2026

ABSTRACT

Globalization places new instructional, organizational, and relational demands on basic education, including the development of intercultural competence, digital fluency, and school–community alignment. This study presents a descriptive profile of teachers' self-reported agreement with mitigation strategies for globalization challenges in the Catmon District, Cebu Province. Using a descriptive-quantitative design, stratified random sampling yielded 191 teacher respondents who completed a researcher-developed 7-point Likert instrument across five domains: pedagogical practices, technological integration, professional development, classroom management, and community/stakeholder engagement. Item-level medians clustered at 6 across domains, with relatively tight dispersion, indicating generally positive perceptions of implementation. To clarify why certain strategies received stronger endorsement and how teachers reported enacting them, the study incorporated concise explanatory inputs from open-ended survey items that were analyzed thematically. Teachers tended to endorse practices embedded in everyday routines—such as integrating critical-thinking tasks, establishing inclusive classroom norms, and collaborating with peers—more strongly than strategies requiring greater infrastructure or coordination, including live cross-cultural exchanges. Given the descriptive, self-report nature of the evidence and the single-district scope, findings are interpreted as perceptions of practice rather than verified enactment or impact. Implications emphasize consolidating high-leverage routines, scaffolding low-bandwidth global collaborations, and strengthening school–home–community partnerships, while recommending triangulation with observations and instructional artifacts in future research.

Keywords: Globalization, Development Education, Teachers, Self-report, Descriptive Quantitative, Catmon, Cebu Philippines

INTRODUCTION AND LITERATURE REVIEW

Globalization has reshaped expectations for basic education systems by foregrounding intercultural understanding, digital connectedness, and the ability to engage with complex social issues that transcend national boundaries. For teachers, these expectations translate into practical challenges: designing learning tasks that promote higher-order thinking, cultivating inclusive classroom norms for diverse learners, navigating uneven technological access, sustaining professional learning, and engaging families and communities in global education goals. While policy frameworks articulate these aspirations, less empirical attention has been given to how teachers themselves perceive the extent to which mitigation strategies are already embedded in routine practice, particularly in non-metropolitan and resource-constrained contexts.

In this study, globalization challenges are the instructional, organizational, and resource demands arising as schools prepare learners for an interconnected world: (a) higher-order and interdisciplinary thinking; (b) cultural-linguistic diversity and inclusion; (c) digital connectedness and inequities; (d) information ecosystem (critical/media literacy); (e) teacher learning and workload; (f) school–home–community alignment; (g) policy/practice friction. The five strategy domains map onto these pressures—pedagogy (a,d), technology (c,d),

professional development (e), classroom management (b), and community/stakeholder engagement (f)—as reflected in the Catmon dataset.

This study responds to that gap by providing a descriptive account of teachers' self-reported agreement with strategies intended to mitigate globalization-related challenges in the Catmon District of Cebu Province. Rather than attempting to measure impact or effectiveness, the study maps perceived implementation across five domains—pedagogy, technology, professional development, classroom management, and community engagement—and identifies patterns of stronger and weaker endorsement. The analytic stance is deliberately cautious: survey responses are treated as indicators of perceived routinization rather than direct evidence of classroom enactment.

Three interrelated debates in the literature inform interpretation of the findings. The first concerns the distinction between implementation and perception. Self-report surveys are often criticized for social desirability bias and limited correspondence with observed practice. Nevertheless, such instruments serve a valuable diagnostic role by revealing which strategies teachers believe are feasible, normalized, and worth sustaining. In this study, higher agreement is interpreted as signaling practices that teachers perceive as part of their regular work, while acknowledging the need for confirmation through observation-based methods.

The second debate contrasts everyday instructional routines with structurally demanding innovations. Research on global competence frequently distinguishes between strategies within teachers' immediate control—such as task design, discussion protocols, and classroom norms—and those that depend on broader infrastructure or external coordination, including international partnerships and synchronous virtual exchanges. This distinction suggests that routinized practices may be more readily adopted and thus more strongly endorsed, especially in contexts with uneven access to technology.

The third debate emphasizes the importance of local anchoring in global education. Scholars argue that global learning is most sustainable when abstract issues are connected to local realities and community concerns. Partnerships with families and community organizations can render global themes culturally legible and socially relevant, thereby strengthening coherence between school, home, and community. This perspective is particularly salient in Philippine public school settings, where community relationships often play a central role in educational initiatives.

Situated within these debates, the present study offers a context-specific descriptive profile that can inform both local decision-making and broader discussions about how globalization is negotiated in everyday school practice. By integrating brief explanatory inputs from teachers, the study also seeks to illuminate the practical reasoning that underlies endorsement patterns without overstating the evidentiary claims.

METHODOLOGY

Design. The study employed a descriptive-quantitative design complemented by a modest explanatory component derived from open-ended survey responses. The qualitative inputs were intended to clarify reasons for endorsement patterns rather than to generate transferable theory.

Participants and setting. The research was conducted in the Catmon District of Cebu Province, which includes elementary and secondary schools with varying levels of connectivity and resource availability. Using stratified random sampling by school level, 191 teachers were selected from a population of 358, meeting recommended thresholds for stable descriptive estimation.

District context. The Catmon District includes 3 complete JHS–SHS campuses, 1 integrated school, 4 JHS (Grades 7–9 only), and 16 elementary schools. Typical device ratios range 1:10–15 learners. Upland schools report no campus Wi-Fi; highway-adjacent schools have limited connectivity. These conditions help explain strong teacher endorsement of using technology to access international resources alongside a comparatively lower endorsement of live cross-cultural exchanges, which are bandwidth-intensive.

Demographics of the respondents.

- Age: Majority 30–39; mean \approx 34.5 years.
- Gender: 90.1% female.
- Civil status: 69.1% married, 29.3% single.
- School Type: 99% public, 1% private
- Teaching level: 53.9% elementary, 46.1% secondary.
- Highest educational attainment: 66.5% with master's units/degree (master's units 59.2%, completed master's 6.8%).
- Experience: Mean \approx 8 years; largest group 6–10 years (34.6%).
- Subject area: TLE/Gen.Ed. 59.7%, Humanities 19.4%, STEM 13.1%, SocSci 7.9%.
- Trainings on globalization/development ed.: 34% none, 39.3% 1–3, mean \approx 2 trainings.

Sampling. The sampling frame comprised 358 teachers across the district. Using stratified random sampling (elementary/secondary strata) and Raosoft computation (5% margin of error, 95% confidence), the target sample size was 191, which was also the achieved N (191). 100% response relative to the invited sample.

Instrument. Data were gathered using a researcher-developed questionnaire structured around five domains: pedagogical strategies, technological integration, professional development, classroom management, and community/stakeholder engagement. Items were rated on a 7-point Likert scale (1 = Strongly Disagree; 7 = Strongly Agree). Content validity was established through expert review, and pilot testing in a neighboring district produced acceptable internal consistency estimates (Cronbach's $\alpha \geq .70$).

Procedures. Approval was secured from relevant division authorities, and informed consent was obtained from all participants. Questionnaires were administered during scheduled school windows to minimize disruption. Open-ended prompts invited respondents to briefly describe how selected strategies were implemented and what constraints they encountered. All responses were anonymized.

Data analysis. Quantitative data were summarized using means, medians, and standard deviations at the item and domain levels, with emphasis on medians and dispersion to avoid over-interpretation. Qualitative responses were analyzed thematically to generate concise explanatory notes aligned with the quantitative results.

Rigor and limitations. Methodological rigor was supported by stratified sampling, item-level reporting, and transparent analytic decisions. Limitations include reliance on self-report, cross-sectional timing, and a single-district scope.

RESULTS AND DISCUSSION

Across all five domains, median agreement was 6, with standard deviations generally between approximately 0.8 and 1.1. This pattern indicates broadly positive self-assessments and relatively consistent perceptions among teachers. Importantly, these values reflect perceived implementation rather than verified classroom practice and should be interpreted accordingly.

Routinized pedagogical and managerial strategies. Items related to integrating critical-thinking activities, encouraging respect for diverse perspectives, and adapting routines for diverse learners received particularly strong endorsement. Teachers' explanatory comments suggested that such strategies are seen as natural extensions of existing lesson planning and classroom management practices, requiring minimal additional

resources. This finding aligns with arguments that global competence is developed through sustained engagement with complex thinking and inclusive discourse embedded in everyday instruction.

Collegial professional learning. Collaboration with peers and participation in professional learning communities emerged as highly endorsed strategies. Teachers described collegial spaces as practical venues for sharing instructional materials, modeling facilitation techniques, and jointly adapting global education frameworks to local contexts. These perceptions support claims that peer-mediated learning structures function as key mechanisms for sustaining instructional change.

Technology use and feasibility. Teachers reported strong agreement with using technology to access international resources and multimedia content. However, endorsement was comparatively lower for facilitating live cross-cultural communication. Explanatory notes pointed to connectivity limitations, scheduling challenges, and facilitation demands as moderating factors. This pattern suggests that asynchronous, low-bandwidth forms of global engagement may be more viable and scalable in similar district contexts.

Community and stakeholder engagement. The strongest endorsement across the instrument related to engaging parents and community members in discussions about global education. Teachers characterized such engagement as a means of translating global issues into locally meaningful projects, reinforcing alignment between school learning and community realities.

Integrated interpretation. Taken together, the findings are consistent with a model in which teachers prioritize feasible, high-leverage routines and collegial supports while adapting more structurally demanding strategies to contextual constraints. Lower endorsement of certain practices appears to reflect pragmatic sequencing rather than resistance to globalization aims.

CONCLUSION

This study provides a descriptive snapshot of teachers' perceived implementation of mitigation strategies for globalization challenges in the Catmon District. Across pedagogical, technological, professional development, classroom management, and community engagement domains, teachers reported consistently high agreement, with particularly strong endorsement for strategies embedded in daily routines and peer collaboration. Interpreted cautiously, these patterns suggest that globalization readiness in this context is anchored in practical classroom norms, collegial learning structures, and locally grounded partnerships.

For policy and practice, four priorities emerge. First, educational leaders can consolidate high-leverage classroom routines by aligning coaching, observation tools, and instructional resources with critical-thinking tasks and inclusive discussion norms. Second, formal support for professional learning communities can strengthen peer-driven adaptation of global education practices. Third, technology investments should be sustained while emphasizing asynchronous and low-bandwidth models of cross-cultural engagement that reflect contextual realities. Fourth, schools can deepen partnerships with parents and community organizations to translate global concerns into locally relevant learning experiences.

The study's limitations—including reliance on self-report, cross-sectional data, and a single-district scope—underscore the need for future research that triangulates survey findings with classroom observations, instructional artifacts, and student outcomes. Even with these constraints, the descriptive profile highlights teachers' pragmatic efforts to navigate globalization demands and provides an empirical basis for targeted support and further investigation.

REFERENCES

1. Banks, J. A. (2017). *Diversity and citizenship education: Global perspectives* (2nd ed.). Jossey-Bass.
2. Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140.

3. Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241–266.
4. Fullan, M., & Langworthy, M. (2014). *A rich seam: How new pedagogies find deep learning*. Pearson.
5. Hattie, J. (2009). *Visible learning*. Routledge.
6. Hodgkinson-Williams, C., & Trotter, H. (2018). A social justice framework for understanding open educational resources and practices in the Global South. *Journal of Learning for Development*, 5(3), 204–224.
7. Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0. *Harvard Educational Review*, 84(1), 74–84.
8. OECD. (2018). *Preparing our youth for an inclusive and sustainable world: The PISA global competence framework*. OECD Publishing.
9. Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–22.
10. Zhao, Y. (2012). *World class learners*. Corwin.