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RESEARCH ARTICLE

TEACHER PERFORMANCE, GLOBALIZATION CHALLENGES, AND MITIGATION STRATEGIES: A COMPREHENSIVE ANALYSIS OF SUB-PROBLEMS 4, 5, AND 6

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ABSTRACT

This study examines the interplay between teacher performance, the extent of globalization-related challenges encountered, and the mitigation strategies implemented by developmental education teachers in the Catmon District. Drawing on data from 191 teachers sampled through stratified random sampling, the study integrates Individual Performance Commitment and Review Form (IPCRF) ratings across two consecutive school years (2023–2024 and 2024–2025) with teachers' self-reported experiences of pedagogical, technological, professional development, classroom management, and stakeholder-engagement challenges. Findings reveal consistently high teacher performance ($M = 4.25/5$; $SD = 0.238$) despite moderate-to-high globalization pressures. Correlation analyses demonstrate strong positive associations between challenge levels and strategy implementation across multiple domains—particularly in technology integration ($r = 0.352-0.369$, $p < .001$), pedagogical innovation ($r = 0.176-0.338$), inclusive classroom management ($r = 0.213-0.349$), and community partnership initiatives ($r = 0.151-0.293$). Moreover, significant positive relationships between pedagogical challenges ($r = 0.235$, $p = .001$) and classroom management challenges ($r = 0.176$, $p = .015$) with IPCRF ratings suggest that higher-performing teachers tend to perceive greater complexities, possibly reflecting deeper professional reflection, stronger instructional awareness, and heightened accountability. These results underscore the need for context-responsive professional development, digital equity reforms, sustained community engagement frameworks, and the institutionalization of inclusive teaching practices to support teachers' adaptive capacity in an increasingly globalized educational landscape.

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INTRODUCTION

Globalization has transformed educational environments by broadening curricular demands, introducing technological imperatives, diversifying student profiles, and raising expectations for both instructional quality and accountability. Teachers, therefore, must negotiate increasing levels of complexity—balancing global competencies with local contextual realities, integrating digital tools amid infrastructural limitations, and fostering culturally responsive and inclusive learning environments. In the Philippines, particularly in rural districts like Catmon, these demands intersect with limitations in access to technology, varying levels of teacher training, and diverse socio-economic learner backgrounds. The current study focuses specifically on three critical dimensions of this broader work:

Teachers' individual performance outcomes (Sub-problem 4). Relationships between globalization challenges and strategy implementation (Sub-problem 5). Connections between these challenges and performance ratings (Sub-problem 6).

By analyzing these elements comprehensively, this paper presents a nuanced understanding of how teachers respond professionally to the demands of globalization, and how these responses relate to their demonstrated performance.

METHODS

Research Design and Setting: The study employed a descriptive-quantitative design, ideal for examining relationships among existing variables without manipulation. The Catmon District—comprising diverse public and private elementary and secondary schools—served as the research site.

Participants: From a population of 358 teachers, a statistically determined sample of 191 was selected using stratified random sampling to ensure balanced representation across school levels and school types. The teaching force was dominantly female, mid-career, and largely composed of instructors with ongoing or completed graduate studies.

Instruments

The researcher-developed questionnaire contained four major components:

- Demographic profile
- Globalization challenge scales (7-point Likert)
- Mitigation strategy implementation scales (parallel structure; 7-point Likert)
- IPCRF ratings for two school years (averaged)

Expert validation and pilot testing ensured content validity, and all subscales achieved Cronbach's $\alpha \geq 0.70$, indicating strong reliability.

Statistical Treatment

- Descriptive statistics summarized IPCRF outcomes.
- Pearson's r measured relationships between:
- Challenge levels and strategy implementation
- Challenge levels and IPCRF performance

Significance thresholds: $p < .05$, $p < .01$, $p < .001$.

RESULTS

Sub-problem 4: Teachers' IPCRF Performance Ratings. Across both school years examined, teachers achieved consistently high performance, signaling strong adherence to DepEd professional standards.

Table 1. IPCRF Descriptive Statistics

Measure	N	Mean	Median	SD
IPCRF (SY 2023–2024 & 2024–2025)	191	4.25	4.30	0.238

These results suggest that teachers sustain high levels of instructional competence, professional engagement, and learner-centered practice—even amid significant contextual pressure.

Sub-problem 5: Relationship Between Challenges and Strategy Implementation

The study reveals a strong pattern: Teachers experiencing greater globalization challenges implement more mitigation strategies.

Pedagogical Domain

Correlations between challenges and strategies ranged from $r = 0.176$ to 0.338 ($p < .05$ – $.001$).

Teachers facing difficulties integrating global competencies or culturally responsive content increasingly used:

- Collaborative learning
- Global case studies
- Differentiated instruction
- Critical-thinking tasks

Technological Domain (Strongest Effects)

The most pronounced relationships occurred in technological integration:

- $r = 0.352$ ($p < .001$) for cross-cultural communication via digital tools
 - $r = 0.369$ ($p < .001$) for integrating global online resources
- These findings indicate that teachers confronted with limited access or low digital literacy among students respond by enhancing—not reducing—their technological creativity.

Classroom Management Domain: Significant correlations ($r = 0.213$ – 0.349 , $p < .01$ – $.001$) show that heightened behavioral and cultural diversity challenges lead teachers to adopt:

- Inclusive routines
- Respect-building classroom norms
- Global citizenship-infused rules
- Conflict resolution strategies

Community and Stakeholder Engagement. Greater challenges related to low parental involvement or misaligned expectations correlated ($r = 0.151$ – 0.293 , $p < .05$ – $.001$) with:

- Community forums
- Stakeholder partnerships
- Global awareness campaigns
- Outreach programs

Professional Development Domain: Correlations here were weak or non-significant, suggesting PD is not yet systematically aligned with the actual challenges teachers encounter. This mismatch is an important finding: it highlights systemic gaps in PD relevance, accessibility, and contextual fit.

Sub-problem 6: Relationship Between Challenges and IPCRF Ratings

Only two challenge domains significantly related to teacher performance:

Challenge Domain	r	p -value
Pedagogical Challenges	0.235	.001
Classroom Management Challenges	0.176	.015
Technological Challenges	0.015	n.s.
Professional Development Challenges	0.106	n.s.
Community Engagement Challenges	0.026	n.s.

Interpretation: A Counterintuitive but Insightful Pattern

The positive correlations suggest that *higher-performing teachers are more likely to identify and acknowledge pedagogical and classroom management challenges.*

Possible explanations

- Higher performers are more reflective and discerning, noticing nuances others may overlook.
- They hold themselves to higher professional standards, thus perceiving greater room for improvement.
- They engage more deeply with learners, revealing complexities that less-engaged teachers do not encounter.
- They take greater initiative, confronting globalization challenges more directly—thus perceiving them more acutely.

This challenges the misconception that “high performers face fewer problems”; instead, high performers often face more complex problems because they do more complex work.

DISCUSSION

This study underscores several important professional realities:

High Performance Despite Pressure: Teachers maintained strong IPCRF outcomes while navigating moderate-to-high globalization challenges. This resilience reflects a deeply rooted professional culture of adaptability, commitment, and learner-focused practice.

Challenges as Catalysts for Innovation: Contrary to deficit-based narratives, globalization challenges stimulated strategic, meaningful, and often sophisticated responses.

Teachers did not retreat from difficulty—instead, they:

- Enhanced collaborative and inquiry-based learning
- Integrated cross-cultural dialogues
- Adopted technology-mediated global learning
- Strengthened inclusive classroom practices
- Expanded partnerships with families and communities

Such responses demonstrate a strong professional ethic and a willingness to grow amid constraints.

The Paradox of Pedagogical and Management Challenges. The positive relationships between these challenges and IPCRF ratings suggest that effective teaching is inherently complex. High-performing teachers perceive and engage with this complexity more deeply, helping explain why they report higher levels of challenge.

Implications for Policy and Practice

- **Context-Responsive Professional Development**
PD must shift from generic topics to locally grounded, teacher-identified needs, such as embedding global competencies into foundational lessons and managing culturally diverse classrooms.

- **Digital Equity Infrastructure**
Investment in devices, connectivity, and teacher digital mentoring is essential because technological challenges drive innovative practices when support is available.
- **Inclusive, Values-Centered Classrooms**
Schools should institutionalize global citizenship rules, restorative dialogue, and cultural sensitivity training as part of classroom management frameworks.
- **Stronger Community Engagement Frameworks**
Stakeholder partnerships must be formalized to sustain learning opportunities and ensure expectations align with school realities.

Limitations and Future Research

- Correlational design limits causal claims.
- Self-report data should be supplemented with classroom observations and student outcome measures.
- Future research should involve multiple districts to strengthen generalizability.

Author Statements

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