

Implementation of Global Citizenship Education in the Teaching-Learning Delivery of Secondary School Teachers: An Assessment of Surigao City Private Schools

Mary Louie E. Estrada-Galaura

St. Paul University Surigao, San Nicolas cor. Rizal Sts., Surigao City, Philippines

Email: marylouie.galaura@spus.edu.ph

ORCID: 0000-0002-0499-2057

Page | 98

Abstract

This study assessed the implementation of Global Citizenship Education (GCED) in the teaching-learning delivery of private secondary school teachers in Surigao City. It determined teachers' awareness, attitudes, extent of GCED integration, issues and challenges, significant differences by profile variables, and relationships among awareness, attitude, and integration. Anchored on Oxfam's Global Citizenship Education Framework and UNESCO's GCED learning domains, the study used a concurrent embedded mixed-methods design. Quantitative data were gathered from 68 private secondary school teachers through a validated and reliable questionnaire, while qualitative responses and limited instructional-document analysis were used to explain and enrich the survey results. Descriptive statistics, t-test, one-way analysis of variance, Pearson correlation, and Braun and Clarke's thematic analysis were employed. Results showed that teachers were moderately aware of GCED ($M = 3.15$), highly receptive toward GCED ($M = 3.59$), and integrated GCED to a great extent ($M = 3.35$). Integration was strongest in the socio-emotional domain ($M = 3.72$) and weakest in the behavioral domain ($M = 3.06$). Training significantly differentiated awareness, attitude, and integration, while socio-economic classification significantly differed only in relation to integration. Awareness, attitude, and integration were significantly and positively related, with the strongest association between attitude and integration ($r = 0.67$, $p = 0.000$). The qualitative findings identified workload, curriculum demands, time constraints, institutional support, training gaps, and socio-pedagogical dynamics as key implementation issues. The study recommends sustained GCED professional development, curriculum alignment, resource provision, stronger school support systems, and collaborative experiential learning mechanisms.

Keywords: GCED Integration, Global Citizenship Education, Teacher Attitudes, Teacher Awareness, , Private Secondary Education, Surigao City

1. Introduction

Global Citizenship Education (GCED) has become increasingly important as schools respond to the demands of globalization, intercultural interaction, sustainability, peace education, and social responsibility. UNESCO (2015) positions GCED as a transformative approach that prepares learners to understand global and local issues, develop a sense of shared humanity, and act responsibly at local, national, and global levels. This direction is aligned with Sustainable Development Goal 4.7, which emphasizes education for sustainable development, human rights, gender equality, peace, global citizenship, and appreciation of cultural diversity (UNESCO, 2015, 2021).

In the Philippine basic education context, GCED is consistent with the K to 12 curriculum's emphasis on holistic formation and with the MATATAG curriculum's promotion of inclusivity, diversity, and global citizenship (Department of Education, 2024). For secondary school teachers, GCED requires more than the insertion of global topics into lessons. It requires instructional capacity to link local and global issues, promote empathy and respect

for diversity, and guide learners toward responsible civic and environmental action. Teachers therefore function as curriculum mediators who translate broad policy commitments into classroom practices.

The rationale for the study is grounded in the observed policy-practice gap in GCED implementation. Although international and national policy documents strongly support GCED, studies continue to report uneven classroom integration, limited teacher preparation, and difficulty in assessing socio-emotional and behavioral learning outcomes (Bosio, 2020; Buchanan et al., 2018; Kerkhoff & Cloud, 2020). This concern is particularly relevant to private secondary schools, where institutional priorities, teacher training access, curriculum flexibility, and instructional resources may vary across schools.

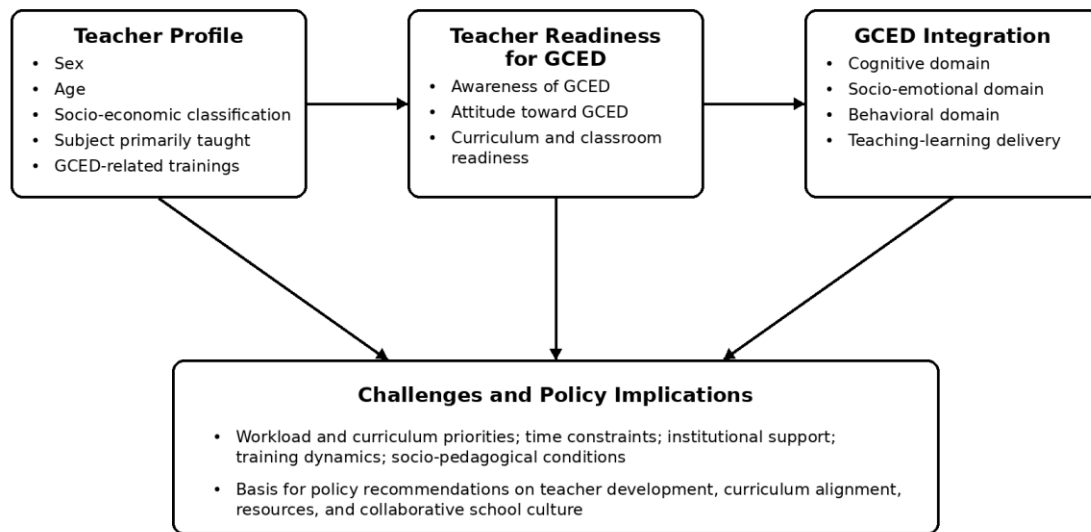
The research gap addressed in this study concerns the limited localized evidence on GCED awareness, teacher attitudes, actual classroom integration, and implementation challenges among private secondary school teachers in Surigao City. Existing GCED literature often focuses on national policy, public-school contexts, or higher education, while private secondary education remains less examined. This study contributes local empirical evidence that can inform teacher development, curriculum planning, and school-level policy implications for strengthening GCED integration.

Theoretical Framework

The study is anchored on Oxfam's Global Citizenship Education Framework and UNESCO's Global Citizenship Education Learning Domains Framework. Oxfam's framework emphasizes the knowledge and understanding, skills, values, attitudes, and actions needed for learners to become informed, responsible, and active global citizens (Oxfam, 2015). UNESCO's framework organizes GCED learning into cognitive, socio-emotional, and behavioral domains: knowing and understanding global issues, developing empathy and respect for diversity, and acting responsibly for a peaceful and sustainable world (UNESCO, 2015). Together, these frameworks explain why teachers' awareness, attitudes, and instructional practices are central to the implementation of GCED.

Conceptual Framework

The conceptual framework assumes that teachers' demographic and professional profile, awareness of GCED, and attitude toward GCED shape the extent to which GCED is integrated in teaching-learning delivery. Integration is examined through UNESCO's three learning domains: cognitive, socio-emotional, and behavioral. The challenges encountered by teachers provide contextual explanations for the quantitative results and serve as the basis for policy implications on professional development, institutional support, curriculum alignment, resources, and collaborative school culture.



Oxfam's Global Citizenship Education Framework and UNESCO's GCED learning domains frame the assessment of awareness, attitude, integration, and policy implications.

Figure 1. Conceptual Framework of the Study

Figure 1 presents the study's conceptual framework. Teacher profile, awareness, and attitude are treated as factors associated with the integration of GCED in the teaching-learning process. GCED integration is examined in the cognitive, socio-emotional, and behavioral domains, while challenges and implementation issues provide the basis for policy implications. The framework reflects the assumption that GCED implementation is not only a matter of curriculum content but also of teacher readiness, institutional support, and pedagogical translation.

Aim of the Study

This study aimed to assess the integration of Global Citizenship Education in the teaching-learning delivery of private secondary school teachers in Surigao City and to generate policy implications for strengthening GCED implementation.

Statement of the Problem

1. What is the profile of the respondents in terms of sex, age, socio-economic classification, subject primarily taught, and number of GCED-related trainings or seminars attended?
2. What is the level of awareness of secondary school teachers on Global Citizenship Education?
3. What is the level of attitude of secondary school teachers toward Global Citizenship Education?
4. To what extent do secondary school teachers integrate Global Citizenship Education in their teaching-learning delivery in terms of cognitive, socio-emotional, and behavioral domains?
5. What issues and challenges are encountered in the implementation of Global Citizenship Education in the curriculum?

6. When grouped according to profile variables, is there a significant difference in teachers' awareness, attitude, and integration of Global Citizenship Education?
7. Is there a significant relationship among teachers' awareness, attitude, and integration of Global Citizenship Education?
8. What policy implications may be proposed?

Hypotheses

H01: There is no significant difference in teachers' awareness, attitude, and integration of Global Citizenship Education when grouped according to their profile variables.

H02: There is no significant relationship among teachers' awareness, attitude, and integration of Global Citizenship Education.

2. Literature Review

GCED is commonly conceptualized as a transformative educational response to globalization, social inequality, sustainability concerns, conflict, and intercultural complexity. UNESCO (2015) argues that GCED should develop learners' knowledge of global issues, socio-emotional identification with a shared humanity, and behavioral capacity to participate responsibly in society. Oxfam (2015) similarly frames global citizenship as a combination of knowledge, skills, values, attitudes, and action. In relation to the present study, these frameworks justify the examination of teacher awareness, attitude, and integration because classroom implementation depends on whether teachers understand GCED concepts, value their relevance, and translate them into instructional practice.

Recent scholarship emphasizes that teachers remain the central agents of GCED implementation. Bosio (2020) noted that teacher beliefs and institutional contexts influence how global citizenship is interpreted and practiced, while Kerkhoff and Cloud (2020) emphasized the need to equip teachers with concrete pedagogical strategies for global learning. In the Philippine context, Bernardo et al. (2022) demonstrated that Filipino learners' global citizenship competencies include cognitive, affective, and behavioral dimensions, reinforcing the importance of domain-specific approaches. These findings support the current study's decision to examine GCED integration through the cognitive, socio-emotional, and behavioral domains rather than as a single general construct.

Teacher awareness is a necessary but insufficient condition for GCED integration. Awareness gives teachers conceptual access to global issues, sustainable development, human rights, and intercultural understanding. However, prior studies suggest that knowing the concept does not automatically produce classroom transformation. Rapoport (2015) and Goren and Yemini (2017) observed that teachers often support GCED in principle but vary in their understanding of its pedagogical meaning. This concern is directly reflected in the present study, where teachers demonstrated stronger awareness of global issues than of subject-specific competencies, resources, and assessment strategies for GCED.

Attitude toward GCED is equally important because it influences the teacher's willingness to integrate global, social, and ethical themes into instruction. The Knowledge-Attitude-Practice perspective suggests that knowledge and values shape subsequent practice (Launiala, 2009), while Ajzen's Theory of Planned Behavior explains that favorable attitudes can influence behavioral intention and actual instructional behavior (Ajzen, 1991). This theoretical linkage is important to the present study because the results showed that attitude had the strongest correlation with GCED integration.

Integration of GCED requires alignment between curriculum, pedagogy, school support, and teacher competence. UNESCO (2021) recommends policy review, curriculum alignment, professional development, implementation support, monitoring, and assessment as necessary steps in mainstreaming GCED. The challenge, however, is that schools often face crowded curricula, limited resources, and insufficient teacher training. Buchanan et al. (2018) found that maintaining GCED requires institutional commitment, while Tarozzi and Mallon (2019) distinguished

between individual teacher initiatives and whole-school practices. These issues are relevant to Surigao City private secondary schools because GCED implementation may depend heavily on individual teacher commitment unless institutional structures are strengthened.

The literature therefore shows that GCED implementation is a multidimensional process shaped by awareness, attitude, curriculum integration, professional development, institutional support, and school culture. However, localized studies on private secondary school teachers in Surigao City remain limited. This study addresses this gap by assessing teachers' awareness, attitudes, GCED integration by learning domain, implementation challenges, significant differences by profile, and relationships among the major variables.

3. Methodology

The study employed a concurrent embedded mixed-methods design. Quantitative data served as the primary strand and were gathered through a structured survey questionnaire, while qualitative responses and limited instructional-document analysis were used to explain and enrich the quantitative findings. This design was appropriate because the study aimed to measure levels, differences, and relationships while also identifying contextual challenges experienced by teachers in GCED integration (Creswell & Plano Clark, 2018).

The study was conducted among private secondary schools in Surigao City during the school year 2025-2026. The respondents were 68 private secondary school teachers who represented different subject areas, age groups, socio-economic classifications, and levels of exposure to GCED-related trainings. Their participation provided a localized view of GCED implementation in private secondary education.

The research instrument was a researcher-developed questionnaire covering teachers' profile, awareness of GCED, attitude toward GCED, extent of GCED integration, and issues and challenges in implementation. The integration construct was organized into cognitive, socio-emotional, and behavioral domains based on UNESCO's GCED learning framework. The questionnaire used a four-point Likert scale to avoid neutral responses and encourage clear positions. The instrument underwent expert validation and pilot testing. Reliability results showed good to excellent internal consistency: awareness ($\alpha = 0.87$), attitude ($\alpha = 0.97$), integration ($\alpha = 0.93$), and overall scale reliability ($\alpha = 0.96$).

Data gathering was conducted after permission was secured from the school authorities of selected private secondary schools. Respondents were informed of the purpose of the study, voluntary participation, confidentiality, and data privacy safeguards. Quantitative responses were encoded and analyzed using frequency, percentage, mean, standard deviation, t-test, one-way analysis of variance, and Pearson product-moment correlation. Qualitative responses were analyzed using Braun and Clarke's thematic analysis procedure, and the mixed-methods findings were integrated through a joint display showing convergence and expansion.

Ethical standards were observed throughout the study. Informed consent was secured, participation was voluntary, and respondents could withdraw without penalty. Data were reported in aggregate form, and personal information was protected in accordance with the Data Privacy Act of 2012.

4. Results and Discussion

Table 1. Demographic Profile of Respondents

Profile	Category	f	%
Sex	Male	22	32.35
Sex	Female	46	67.65
Age	20-30 years old	51	75.00
Age	31-40 years old	10	14.71
Age	41-50 years old	7	10.29
Socio-economic classification	Did not specify	2	2.94
Socio-economic classification	Less than P10,957	9	13.24
Socio-economic classification	P10,957-P21,913	31	45.59
Socio-economic classification	P21,914-P43,827	26	38.24
Subject primarily taught	Araling Panlipunan	6	8.82
Subject primarily taught	English/Literacy	15	22.06
Subject primarily taught	Science	10	14.71
Subject primarily taught	PE and Health	7	10.29
Subject primarily taught	TLE	2	2.94
Subject primarily taught	Mathematics	8	11.76
Subject primarily taught	Filipino	8	11.76
Subject primarily taught	EsP/Values Education	9	13.24
Subject primarily taught	ABM	3	4.41
GCED-related training	None	38	55.88
GCED-related training	1-2 trainings	21	30.88
GCED-related training	3-5 trainings	4	5.88
GCED-related training	6 or more trainings	5	7.35

Table 1 shows that the respondents were predominantly female (67.65%) and young teachers aged 20-30 years old (75.00%). Most respondents belonged to the P10,957-P21,913 income bracket (45.59%), while English/Literacy represented the largest subject group (22.06%). A majority had no GCED-related training (55.88%), indicating a critical professional development gap that may affect teachers' ability to apply GCED systematically.

Table 2. Reliability Test Results

Section	Cronbach's Alpha	No. of Items	Interpretation
Awareness	0.87	9	Good
Attitude	0.97	9	Excellent
Integration	0.93	21	Excellent
Overall	0.96	40	Excellent

Table 2 confirms that the instrument was reliable. The overall Cronbach's alpha of 0.96 indicates excellent internal consistency, while each construct met the acceptable reliability threshold. This supports the use of the questionnaire for measuring awareness, attitude, and integration of GCED.

Table 3. Level of Awareness of Private Secondary School Teachers on GCED

Indicator Summary	Mean	SD	Interpretation
Sense of belonging to the global community	3.37	0.52	Highly aware
Specific global issues included in GCED	3.47	0.53	Highly aware
GCED subject matter and competencies	2.93	0.74	Moderately aware
Resources needed for incorporating GCED	2.99	0.74	Moderately aware
Teaching-learning activities for GCED	3.01	0.72	Moderately aware
Assessment strategies for GCED	3.00	0.75	Moderately aware
Integration across disciplines	3.24	0.77	Moderately aware
Active participation in community and global issues	3.28	0.67	Highly aware
Relevance to SDG 4.7	3.19	0.82	Moderately aware
Roles and responsibilities in implementation	3.03	0.79	Moderately aware
Average	3.15	0.54	Moderately aware

Table 3 indicates that teachers were moderately aware of GCED overall ($M = 3.15$). They were highly aware of global issues and the sense of belonging to a global community, but they were less certain about GCED subject matter, resources, assessment strategies, and implementation roles. This suggests that conceptual awareness is stronger than technical-pedagogical readiness.

Table 4. Level of Attitude of Private Secondary School Teachers toward GCED

Indicator Summary	Mean	SD	Interpretation
Responsibility to help students realize they are part of a global community	3.72	0.48	Highly receptive
Need to incorporate local, national, and global concerns	3.59	0.55	Highly receptive
Determination to shape values toward global accountability	3.60	0.52	Highly receptive
Commitment to cultural diversity and perspectives	3.71	0.49	Highly receptive
Teaching students to think globally and act locally	3.46	0.50	Highly receptive
Willingness to collaborate with schools, communities, and global networks	3.37	0.64	Highly receptive
Responsibility for sustainability and environmental stewardship	3.66	0.48	Highly receptive
Helping students recognize impact of actions	3.57	0.50	Highly receptive
Motivation to help students understand global issues	3.57	0.55	Highly receptive

Desire to learn more about global issues and trends	3.69	0.50	Highly receptive
Average	3.59	0.40	Highly receptive

Table 4 shows that teachers were highly receptive toward GCED ($M = 3.59$). The highest-rated items reflected teachers' perceived responsibility to help students recognize their place in the global community and to value cultural diversity. This high receptiveness provides a strong affective foundation for GCED implementation, although willingness to collaborate with wider networks received the lowest mean among the attitude indicators.

Table 5. Extent of GCED Integration in Teaching-Learning Delivery

Domain/Indicator Summary	Mean	SD	Interpretation
Cognitive domain average	3.26	0.61	Great extent
Highest cognitive indicator: interconnectedness of communities, nations, and environment	3.38	0.67	Great extent
Lowest cognitive indicator: use of GCED-related policies and frameworks	3.03	0.69	Moderate extent
Socio-emotional domain average	3.72	0.45	Great extent
Highest socio-emotional indicator: respect for cultural diversity and perspectives	3.79	0.41	Great extent
Lowest socio-emotional indicator: global responsibility and civic mindedness	3.56	0.56	Great extent
Behavioral domain average	3.06	0.62	Moderate extent
Highest behavioral indicator: learner-centered and participatory strategies	3.19	0.65	Moderate extent
Lowest behavioral indicator: collaboration with colleagues, administrators, and community	2.99	0.78	Moderate extent
Grand mean	3.35	0.42	Great extent

Table 5 shows that GCED integration was generally practiced to a great extent ($M = 3.35$). Integration was strongest in the socio-emotional domain ($M = 3.72$), especially in promoting respect for cultural diversity. The behavioral domain was the weakest ($M = 3.06$), particularly in collaborative implementation with colleagues, administrators, and the community. This pattern implies that teachers are effective in values-oriented GCED but require stronger support for action-oriented and collaborative practices.

Table 6. Issues and Challenges in GCED Integration

Theme	Sub-themes
Balancing workload and curriculum priorities	Heavy workload; curricular demands
Time constraints in strategic GCED implementation	Class schedule limitations; efficient strategic GCED integration
Leveraging institutional support for GCED integration	Resource allocation; collegial collaboration; administrative support
Training dynamics for professional readiness	Training gap; instructional competence
Socio-pedagogical dynamics in GCED integration	Learners' disposition; contextualized learning

Table 6 presents the qualitative themes explaining the challenges in GCED implementation. Teachers reported that workload, class schedules, resource availability, administrative support, training gaps, and student readiness affected integration. These themes explain why behavioral integration was weaker than socio-emotional integration: translating values into projects, advocacy, collaboration, and real-life action requires time, institutional coordination, and sustained professional support.

Table 7. Teachers' Recommendations to Strengthen GCED Integration

Major Theme	Subthemes
Teacher capacity and instructional development	Professional development for instructional competence; interdisciplinary approaches; curricular integration
Sustainable support systems	Structural support; availability and provision of instructional resources; institutional support
Collaborative and experiential learning environment	Collaborative practices; experiential and student-centered activities

Table 7 indicates that teachers recommended more training, stronger curriculum integration, instructional resources, and collaborative experiential activities. These recommendations are consistent with the quantitative results showing moderate awareness of technical GCED implementation and lower behavioral integration.

Table 8. Integration of Quantitative and Qualitative Results

Qualitative Theme	Quantitative Link	GCED Domain	Integration Remark
Workload and curriculum priorities	High integration ($M = 3.35$), but moderate GCED competency awareness ($M = 2.93$) and low policy/framework use ($M = 3.03$).	Cognitive	Convergence
Time constraints	Cognitive integration was high ($M = 3.26$), but behavioral practice was moderate ($M = 3.06$), especially collaboration ($M = 2.99$).	Behavioral	Convergence
Institutional support	Attitude was high ($M = 3.59$), but collaboration-related attitude and behavior indicators were lowest.	Behavioral/Socio-emotional	Convergence
Training dynamics	Moderate awareness ($M = 3.15$) and lower policy/framework awareness	Cognitive	Convergence

	indicate need for targeted training.		
Socio-pedagogical dynamics	Socio-emotional integration was strongest ($M = 3.72$), especially respect for diversity ($M = 3.79$).	Socio-emotional	Expansion

Table 8 shows that convergence dominated the mixed-methods integration. The qualitative challenges supported the quantitative results, particularly the moderate awareness and weaker behavioral implementation. Expansion was observed in the socio-emotional domain because qualitative accounts of value formation were strengthened by the high quantitative score for socio-emotional integration.

Table 9. Significant Difference in Awareness, Attitude, and Integration by Profile Variables

Profile	Dependent Variable	Test Value	p-value	Decision	Interpretation
Sex	Awareness	$t = 1.21$	0.231	Accept H_0	Not significant
Sex	Attitude	$t = -1.05$	0.296	Accept H_0	Not significant
Sex	Integration	$t = 0.13$	0.901	Accept H_0	Not significant
Age	Awareness	$F = 0.82$	0.447	Accept H_0	Not significant
Age	Attitude	$F = 0.27$	0.765	Accept H_0	Not significant
Age	Integration	$F = 0.52$	0.598	Accept H_0	Not significant
Socio-economic classification	Awareness	$F = 1.27$	0.292	Accept H_0	Not significant
Socio-economic classification	Attitude	$F = 1.45$	0.235	Accept H_0	Not significant
Socio-economic classification	Integration	$F = 2.79$	0.047	Reject H_0	Significant
Subject primarily taught	Awareness	$F = 1.01$	0.438	Accept H_0	Not significant
Subject primarily taught	Attitude	$F = 0.27$	0.974	Accept H_0	Not significant
Subject primarily taught	Integration	$F = 0.64$	0.745	Accept H_0	Not significant
GCED-related trainings	Awareness	$F = 3.10$	0.033	Reject H_0	Significant
GCED-related trainings	Attitude	$F = 2.79$	0.047	Reject H_0	Significant
GCED-related trainings	Integration	$F = 3.78$	0.015	Reject H_0	Significant

Table 9 shows that sex, age, and subject primarily taught did not significantly differentiate teachers' awareness, attitude, or integration of GCED. Socio-economic classification significantly differed only in relation to integration ($p = 0.047$). GCED-related training significantly differentiated all three variables: awareness ($p = 0.033$), attitude ($p = 0.047$), and integration ($p = 0.015$). Thus, professional development appears to be the most consistent profile-related factor associated with stronger GCED readiness and implementation.

Table 10. Significant Relationships among Awareness, Attitude, and Integration of GCED

Variables	r	p-value	Decision	Interpretation
Awareness and attitude	0.47	0.000	Reject H0	Significant moderate positive relationship
Awareness and integration	0.52	0.000	Reject H0	Significant moderate positive relationship
Attitude and integration	0.67	0.000	Reject H0	Significant strong positive relationship

Table 10 indicates significant positive relationships among awareness, attitude, and integration. The strongest relationship was between attitude and integration ($r = 0.67$, $p = 0.000$), suggesting that teachers who hold more favorable views of GCED tend to report higher classroom integration. Awareness also had significant relationships with attitude and integration, confirming that conceptual readiness and positive disposition are important, but that attitude is more closely linked to practice.

5. Conclusion and Recommendations

Conclusion

The study concluded that private secondary school teachers in Surigao City demonstrate moderate awareness, highly receptive attitudes, and a generally great extent of GCED integration in teaching-learning delivery. Their strongest area is the socio-emotional domain, where respect for diversity, empathy, inclusion, peace, and social justice are strongly promoted. However, the behavioral domain remains comparatively weaker, indicating that GCED is less consistently translated into collaborative, civic, advocacy-oriented, and real-life action practices. The findings further show that GCED-related training significantly differentiates awareness, attitude, and integration, while socio-economic classification affects integration only. The significant positive relationships among awareness, attitude, and integration indicate that teachers' understanding, and dispositions are connected to classroom implementation, with attitude showing the strongest link to integration. Overall, GCED implementation in Surigao City private secondary schools is present and valued, but it requires stronger institutional support, sustained training, curriculum alignment, and resources to move from values-based integration toward systematic and action-oriented implementation.

Recommendations

It is recommended that private school administrators institutionalize GCED through school-based policies, curriculum mapping, collaborative planning, and regular monitoring of implementation. Teachers should be provided with sustained and context-specific professional development focused on GCED concepts, interdisciplinary integration, assessment of socio-emotional and behavioral outcomes, and design of action-oriented learning tasks. Curriculum leaders should align lesson exemplars, learning outcomes, and assessment tools with UNESCO's cognitive, socio-emotional, and behavioral domains and Oxfam's knowledge, skills, values, and action indicators. Schools should provide instructional resources, digital materials, collaborative spaces, and community linkages that support experiential GCED activities such as service learning, environmental stewardship, intercultural dialogue, and SDG-based school projects. Future researchers may extend the study by including classroom observation, learner outcomes, comparative analysis between public and private schools, and post hoc analyses to identify which groups differ significantly in GCED integration.

Declarations

Funding.

This research was funded through the personal resources of the author. No external funding was received.

CRedit Authorship Contribution Statement.

Mary Louie E. Estrada-Galaura: conceptualization, methodology, investigation, data collection, formal analysis, writing - original draft, and project administration.

Ethical Statement.

Permission was secured from participating private school administrators before data collection. Informed consent was obtained from the respondents. Participation was voluntary, and confidentiality, anonymity, and data privacy were observed throughout the study.

Declaration of Competing Interest.

The author declares no competing financial, personal, institutional, or professional interests that may have influenced the conduct or findings of the study.

Data Availability Statement.

Data supporting the findings of this study are available from the author upon reasonable request, subject to school approval and applicable data privacy requirements.

AI Usage Disclosure.

AI-assisted tools were used for language refinement, organization, and formatting support. The author reviewed, verified, and approved the final manuscript and remains responsible for the accuracy and integrity of the content.

References

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Asia-Pacific Centre of Education for International Understanding. (2018). *Global citizenship education: Taking it local*. APCEIU.
- Bernardo, A. B. I., Cordel, M. O., II, Ricardo, J. G. E., Galanza, M. A. M. C., & Almonte-Acosta, S. (2022). Global citizenship competencies of Filipino students: Using machine learning to explore the structure of cognitive, affective, and behavioral competencies in the 2019 Southeast Asia Primary Learning Metrics. *Education Sciences*, 12(8), Article 547. <https://doi.org/10.3390/educsci12080547>
- Bosio, E. (2020). Global citizenship education at the crossroads: Globalization, globalism, and the role of the modern university. *Prospects*, 49(3), 131-146. <https://doi.org/10.1007/s11125-020-09472-8>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Buchanan, J., Burrige, N., & Chodkiewicz, A. (2018). Maintaining global citizenship education in schools: A challenge for Australian educators and schools. *Australian Journal of Teacher Education*, 43(4), 51-67. <https://doi.org/10.14221/ajte.2018v43n4.4>
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.
- Department of Education. (2024). DepEd Order No. 10, s. 2024: Policy guidelines on the implementation of the MATATAG curriculum. Department of Education.
- Gaudelli, W. (2016). Global citizenship education and the spectacle of the global. *The Journal of Social Studies Research*, 40(3), 163-175. <https://doi.org/10.1016/j.jssr.2015.06.002>



Goren, H., & Yemini, M. (2017). Global citizenship education redefined: A systematic review of empirical studies on global citizenship education. *International Journal of Educational Research*, 82, 170-183.
<https://doi.org/10.1016/j.ijer.2017.02.004>

Kerkhoff, S. N., & Cloud, M. (2020). Equipping teachers for global citizenship education: A continuous professional development model. *Teaching and Teacher Education*, 95, Article 103125.
<https://doi.org/10.1016/j.tate.2020.103125>

Launiala, A. (2009). How much can a KAP survey tell us about people's knowledge, attitude and practice? Some methodological reflections. *Global Health Promotion*, 16(1), 47-50. <https://doi.org/10.1177/1757975908100749>

Oxfam. (2015). *Education for global citizenship: A guide for schools*. Oxfam.

Rapoport, A. (2015). Global citizenship education: In search of a place in the secondary school curriculum. *Journal of International Social Studies*, 5(1), 107-119.

Reysen, S., & Katzarska-Miller, I. (2013). A model of global citizenship: Antecedents and outcomes. *International Journal of Psychology*, 48(5), 858-870. <https://doi.org/10.1080/00207594.2012.701749>

Tarozzi, M., & Mallon, B. (2019). Educating for global citizenship in austere times: Individual initiatives versus institutional school-wide practices. *London Review of Education*, 17(2), 115-129.
<https://doi.org/10.18546/LRE.17.2.02>

UNESCO. (2015). *Global citizenship education: Topics and learning objectives*. UNESCO.

UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO.

UNESCO, & Education International. (2021). *Teachers have their say: Motivation, feelings, and structural constraints in teaching global citizenship and sustainable development*. UNESCO.
<https://unesdoc.unesco.org/ark:/48223/pf0000379915>