

The Level of Globalization Challenges Encountered by Developmental Education Teachers in Catmon District

Dexter R. Arnejo

Cebu Technological University – Main Campus

Abstract: This paper examines the level of globalization challenges encountered by developmental education teachers in the Catmon District, Cebu Province, focusing on five domains: pedagogical practices, technological integration, professional development, classroom management, and community & stakeholder engagement. Using a descriptive-quantitative design with 191 stratified-randomly selected teachers from a population of 358, the study employed a researcher-developed 7-point Likert-scale instrument and analyzed weighted means to estimate perceived challenge levels. Results show moderate to high challenge in pedagogical practices ($M \approx 5.47$ – 5.49), technological integration ($M \approx 5.47$ – 5.69), and classroom management ($M \approx 5.60$ – 5.83), all interpreted as “Challenged”. Professional development concerns range from slightly challenged to challenged ($M = 5.29$ – 5.38), while community and stakeholder engagement difficulties are “Slightly Challenged” ($M = 5.02$ – 5.20). These findings highlight persistent resource, contextual, and capacity constraints that complicate globalization-responsive teaching in a rural district. Implications include digital equity investments, context-driven professional development, and structured school–community alignment.

Keywords: Globalization challenges, developmental education, rural schools, pedagogical practices, technological integration, professional development, classroom management, stakeholder engagement

1. Introduction

Globalization continues to reshape classroom realities, requiring teachers to balance global competencies with local contexts—especially in rural developmental education where infrastructure, training access, and diverse learner needs converge. Within the Catmon District, these pressures materialize as day-to-day obstacles in instruction, technology use, professional learning, classroom management, and partnership building. Anchored on the dissertation’s Sub-Problem No. 2, this paper estimates how strongly teachers perceive such challenges across five domains, providing an evidence base for targeted interventions in the district.

Objective

Determine the level of globalization challenges encountered by developmental education teachers in Catmon District in terms of: (a) pedagogical practices, (b) technological integration, (c) professional development, (d) classroom management, and (e) community & stakeholder engagement.

2. Methods

2.1 Research Design and Setting

The study used a descriptive-quantitative (descriptive comparative) design to assess perceived challenge levels without manipulating variables. The setting was the Catmon District, Cebu Province, during SY 2025–2026.

2.2 Respondents and Sampling

From a population of 358 public-school teachers (elementary and secondary), 191 teachers were selected via stratified random sampling (elementary $n=103$, 53.9%; secondary $n=88$, 46.1%) to ensure representation across levels.

2.3 Instrument

A researcher-developed, expert-validated questionnaire (pilot-tested; Cronbach’s $\alpha \geq 0.70$) captured challenge levels across five domains: pedagogical practices, technological integration, professional development, classroom management, and community & stakeholder engagement. Items used a 7-point Likert scale (1=Strongly Not Challenged to 7=Strongly Challenged). Cutoffs: 4.44–5.29 Slightly Challenged; 5.30–6.15 Challenged; 6.16–7.00 Strongly Challenged.

2.4 Data Collection and Ethics

Permissions from division/district leaders were secured; informed consent, confidentiality, and voluntary participation were observed; instruments were administered and retrieved personally/through focal persons.

2.5 Data Analysis

For Sub-Problem No. 2, weighted means (with medians and SDs) were computed per item and interpreted using the Likert cutoffs above.

3. Results

3.1 Overview

Across domains, teachers generally reported moderate-to-high globalization challenges (means typically >5.0, medians 5–6, SDs ~1.0–1.3), with most items interpreted as “Challenged” and a subset as “Slightly Challenged.”

3.2 Domain-Specific Findings

A. Pedagogical Practices — Challenged

Teachers indicated difficulty implementing culturally responsive teaching due to limited materials and training (M=5.47, Md=6, SD=0.939) and integrating global competencies (e.g., critical thinking, collaboration) into foundational lessons (M=5.49, Md=6, SD=1.046). Both items fall in “Challenged” (5.30–6.15).

B. Technological Integration — Challenged

Technological pressures were pronounced: students’ lack of devices/internet (M=5.69, Md=6, SD=1.28) and difficulty teaching digital literacy to students unfamiliar with basic tech (M=5.47, Md=6, SD=1.27) were rated “Challenged.”

C. Professional Development — Slightly Challenged to Challenged

Teachers reported limited access to PD on global/inclusive practices (M=5.29, Md=6, SD=1.26; “Slightly Challenged”) and noted that available trainings are not tailored to rural realities (M=5.38, Md=5, SD=1.22; “Challenged”).

D. Classroom Management — Challenged

Managing behavior amid diverse cultural norms/communication styles (M=5.60, Md=6, SD=1.133) and navigating stakeholder expectations shaped by global trends yet misaligned with local resources (M=5.83, Md=6, SD=0.961) were both “Challenged.”

E. Community & Stakeholder Engagement — Slightly Challenged

Two persistent but moderate hurdles emerged: low parental involvement (often due to overseas employment/global work demands; M=5.02, Md=5, SD=1.20) and misaligned stakeholder expectations (M=5.20, Md=5, SD=1.10), both interpreted as “Slightly Challenged.”

3.3 Summary Table of Challenge Levels

Domain	Example Indicator(s)	Mean (SD)	Median	Interpretation
Pedagogical Practices	Culturally responsive teaching; integrating global competencies	5.47–5.49 (~1.0)	6	Challenged
Technological Integration	Student access (devices/internet); digital literacy	5.47–5.69 (~1.27)	6	Challenged
Professional Development	Access to relevant/global PD; rural relevance	5.29–5.38 (~1.22–1.26)	5–6	Slightly Challenged → Challenged
Classroom Management	Cultural diversity in behavior; stakeholder pressure	5.60–5.83 (~0.96–1.13)	6	Challenged
Community & Stakeholder Engagement	Parental involvement (overseas work); misaligned expectations	5.02–5.20 (~1.10–1.20)	5	Slightly Challenged

Note. Means reflect item ranges within each domain; interpretations follow the 7-point challenge scale (4.44–5.29 Slightly Challenged; 5.30–6.15 Challenged). Source: Catmon District dataset for Sub-Problem No. 2.

4. Discussion

Three patterns stand out:

Instructional Core Pressures. Teachers rated pedagogy as challenging, citing limited inclusive materials/training and the difficulty of embedding global competencies into foundational lessons—typical of developmental classrooms with varied readiness. This suggests the need for locally contextualized lesson exemplars and resource banks to translate global competencies into teachable, scaffolded activities.

Digital Divide as a Persistent Constraint. The highest challenge signals sit in technology integration—limited devices/connectivity and students’ low digital readiness—conditions that blunt the promise of global learning. Sustainable responses require infrastructure investment, offline-capable resources, and sequenced digital literacy for learners and teachers.

Culture and Governance in the Classroom. Teachers report classroom management challenges tied to cultural diversity and stakeholder expectations shaped by global trends (often outpacing local capacity). This underscores the value of culturally responsive management, restorative routines, and transparent stakeholder communication to align global aspirations with local realities.

In contrast, community & stakeholder engagement is moderately problematic (slightly challenged). While overseas work reduces parental presence, this domain's lower challenge level hints at viable entry points: asynchronous/virtual engagement and school–LGU–NGO partnerships to sustain global learning experiences despite family mobility.

Practical Implications

Pedagogy: Provide ready-to-use, culturally responsive lesson packs that embed global competencies into early literacy/numeracy sequences.

Technology: Prioritize device access/connectivity and offline alternatives, paired with stepwise digital literacy integration across grade levels.

PD: Shift from generic to context-driven PD (short cycles, classroom-embedded, mentor-supported) that directly addresses rural constraints.

Classroom Management: Institutionalize culturally responsive, values-based routines and restorative practices; coach teachers to mediate global–local expectation gaps.

Engagement: Formalize stakeholder alignment (expectation-setting, roles, resourcing) and flexible parent engagement (digital touchpoints accommodating overseas employment).

Limitations

Findings reflect self-reports from one rural district; items capture perceived difficulty, not direct observation. Nevertheless, the consistent mid-to-high means and tight SDs point to shared, systemic challenges warranting district-level responses.

5. Conclusion

Developmental education teachers in Catmon District face moderate-to-high globalization challenges—most acutely in technology, classroom management, and pedagogy—with professional development and community engagement presenting moderate hurdles. Addressing these requires digital equity, contextualized PD, culturally responsive management, and structured stakeholder alignment, so that global competency goals are attainable within local constraints.

References

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