Original Research Article

 **DEMOCRATIC TEACHING BELIEFS AND GLOBAL CITIZENSHIP COMPETENCE  OF PUBLIC ELEMENTARY SCHOOL TEACHERS**

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ABSTRACT

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| This study aimed to examine the significant relationship between democratic teaching beliefs and global citizenship competence among public elementary school teachers in the Philippines, specifically in the Carmen District, Division of Davao del Norte. A descriptive-correlational research design was employed, involving a sample of 196 teachers from various public elementary schools. Data were gathered using standardized and previously validated questionnaires, adapted from existing literature (with the original sources cited in the full manuscript), and administered through face-to-face surveys. Descriptive and inferential statistics, including mean, standard deviation, Pearson product-moment correlation, and multiple linear regression analyses, were used to analyze the data. The findings revealed that the level of democratic teaching beliefs among teachers was very extensive (M = 4.32), as well as the level of global citizenship competence (M = 4.29). Correlation analysis indicated a significant and moderate positive relationship between democratic teaching beliefs and global citizenship competence (r = 0.60, p = 0.000). Furthermore, regression results confirmed that democratic teaching beliefs significantly influenced global citizenship competence (R = 0.60, p = 0.000). It is recommended that school administrators implement professional development programs focused on strengthening teachers’ democratic beliefs, as these are essential for fostering global citizenship competence. Promoting these values in the classroom may lead to more inclusive, responsible, and globally aware educational practices. |

*Keywords*: Democratic Teaching Beliefs, Global Citizenship Competence, Public Elementary School, Teachers, Descriptive-Correlational, Education

1. INTRODUCTION

Global citizenship competence is essential in preparing educators to navigate and integrate diverse perspectives, fostering inclusivity and global awareness in the classroom. However, research suggests that many teachers struggle with low global citizenship competence, which affects their ability to promote cross-cultural understanding, critical thinking, and responsible global engagement among students. Factors such as limited professional development opportunities, inadequate exposure to international perspectives, and a lack of emphasis on global education in teacher training programs contribute to this issue.

In Israel, the lack of global citizenship competence among teachers has been a growing concern because they are facing challenges related to migration, globalization, and cultural diversity (Saada, 2023). In Lebanon, teachers are not adequately trained to address global issues such as climate change, human rights, and digital literacy, leading to a gap in student awareness and engagement in global affairs (Ghosn-Chelala, 2020). Japanese teachers with low global citizenship competence may struggle to incorporate culturally responsive teaching strategies, resulting in students with limited critical consciousness about global challenges (Chiba et al., 2021).

Several studies have explored the relationship between democratic teaching beliefs and global citizenship competence, emphasizing how educators' commitment to democratic values influences students' ability to engage with global issues and develop intercultural understanding. Democratic teaching beliefs, which encompass principles such as student-centered learning, inclusivity, and social justice, aim to cultivate critical thinking and active participation in a democratic society (Machaira, 2024). These beliefs encourage educators to foster environments where students are not only informed citizens but also compassionate, responsible global citizens who understand and respect diverse perspectives (Bosio et al., 2023).

Teachers who embrace democratic teaching beliefs often create classrooms where students are encouraged to question, reflect, and engage with complex global issues, such as inequality, environmental sustainability, and human rights (Waghid, 2024). This approach aligns with the development of global citizenship competence, which is defined by the ability to think critically about global challenges, understand cultural differences, and contribute to creating a more just and equitable world (Guo-Brennan & GuoBrennan, 2020). For example, democratic teaching strategies might include collaborative projects or debates on global topics, helping students connect local and global issues while fostering an understanding of shared responsibility (Zalli, 2024).

In the Philippines, low global citizenship competence among teachers has been observed in various educational settings, affecting the overall quality of instruction and student learning. The country’s K-12 curriculum emphasizes global citizenship education, but many teachers in Metro Manila face difficulties in implementing these concepts due to a lack of training and resources (Adarlo, 2020). Additionally, the emphasis on standardized testing and subject-specific competencies often sidelines global awareness, leaving teachers in Laguna unequipped to integrate global perspectives into their lessons effectively (Yazon et al., 2021).

Furthermore, democratic teaching beliefs support the development of global citizenship competence by promoting inclusivity and equity in the classroom. By valuing diverse perspectives and creating spaces for all students to voice their opinions, teachers provide opportunities for students to learn from one another and broaden their cultural awareness (Lin, 2020). This is crucial for global citizenship, as it encourages empathy, intercultural dialogue, and respect for human rights, which are central to the idea of being an active participant in a global community (Zalli, 2024).

Integrating democratic teaching beliefs with global citizenship education presents certain challenges. Teachers may face difficulties in navigating the complexities of global issues, especially when discussing sensitive topics that may be culturally or politically charged (Pace, 2022). Additionally, without appropriate resources or professional development, teachers may struggle to design effective curricula that promote both democratic values and global citizenship skills, potentially limiting the impact of these educational goals Estellés et al., 2021).

Locally, in Carmen District, Division of Davao del Norte, there is limited research on the level of global citizenship competence among teachers, particularly in elementary public schools. As a multicultural city with a growing number of international collaborations, there is a pressing need to assess whether teachers in public schools possess the necessary skills and knowledge to foster global awareness among their students.

Democratic teaching beliefs play a crucial role in shaping teachers' global citizenship competence, as they emphasize inclusivity, critical thinking, and student participation in decision-making processes (Estellés & Fischman, 2021). Teachers who uphold democratic principles in their pedagogy encourage open discussions on global issues, promote respect for diverse viewpoints, and empower students to take an active role in their communities (Franch, 2020). By fostering a learning environment that values equality, collaboration, and social responsibility, teachers with democratic teaching beliefs are more likely to integrate global citizenship education into their instruction, thereby enhancing students' awareness and engagement with international and cross-cultural issues (Schugurensky & Wolhuter, 2020).

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**Figure 1:** Conceptual Framework of the Study

The conceptual framework of this study illustrates the relationship between democratic teaching beliefs as the independent variable and global citizenship competence as the dependent variable. Democratic teaching beliefs are categorized into three key dimensions: equality, freedom, and justice, as conceptualized by Stavroussi et al. (2021). These beliefs reflect a teacher’s commitment to fostering inclusive, participatory, and equitable classroom practices. On the other hand, global citizenship competence is defined through the framework of Taac-Taac and Quintana (2020), which comprises three interrelated components: cognitive competence, socio-emotional competence, and behavioral competence. Cognitive competence refers to awareness and understanding of global issues, socio-emotional competence involves empathy and respect for diversity, and behavioral competence pertains to responsible actions at local and global levels. The framework proposes that teachers who uphold democratic values are more likely to demonstrate higher levels of global citizenship competence, thereby shaping their students to become informed, empathetic, and active global citizens.

**1.1 Statement of the Problem**

This study aimed to determine the significant relationship between democratic teaching beliefs and the global citizenship competence of public elementary school teachers in Carmen District, Division of Davao del Norte. Specifically, it sought to answer the following questions:

1. What is the extent of the democratic teaching beliefs of public elementary school teachers

 in terms of:

1.1. equality;

1.2. freedom; and

1.3. justice?

2. What is the level of global citizenship competence of public elementary school teachers in

 terms of:

2.1. cognitive competence;

2.2. socio-emotional competence; and

2.3. behavioral competence?

3. Is there a significant relationship between democratic teaching beliefs and the global citizenship competence of public elementary school teachers in Carmen District, Division of Davao del Norte?

4. Which domains of democratic teaching beliefs significantly influence the global citizenship competence of public elementary school teachers in Carmen District, Division of Davao del Norte?

**1.2 Hypotheses**

Ho1: There is no significant relationship between democratic teaching beliefs and the global citizenship competence of teachers.

Ho2: None of the domains of democratic teaching beliefs significantly influence the development of global citizenship competence in teachers.

2. methodology

**2.1 Research Design**

The study employed a quantitative research design, specifically utilizing a descriptive correlational approach. Quantitative research involves the systematic collection of numerical data, with statistical, mathematical, or computational techniques applied to ensure objective, accurate, and measurable results (Mohajan, 2020). To achieve reliable findings, the study used standardized and controlled data collection methods, such as surveys, to quantify variables and test hypotheses (Rassel et al., 2020).

Furthermore, a descriptive correlational research approach was applied to explore and describe the connections between two or more variables without altering them. The primary goal of this approach is to identify and understand patterns, relationships, or associations between variables (Mertler, 2024). Unlike experimental research, which seeks to establish causality by manipulating conditions, descriptive correlational research focuses on measuring the strength and direction of relationships as they naturally occur (Seeram, 2022).

In the context of this study, the descriptive-correlational research design was considered appropriate as it aimed to describe the extent to which democratic teaching beliefs and global citizenship competence. Additionally, the study sought to determine the significant relationship between democratic teaching beliefs and global citizenship competence of public elementary school teachers.

**2.2 Research Respondents**

This study was conducted in Carmen District, Division of Davao del Norte, and involved all 21 public elementary schools in the district. A total of 196 teachers participated as respondents, selected from a population of 386 using Slovin’s Formula with a 0.05 margin of error. These teachers rated the Democratic Teaching Beliefs and Global Citizenship Competence of public elementary school teachers. The study took place during the school year 2024–2025. In selecting the respondents, the researcher employed simple random sampling using the lottery or fishbowl technique. Numbers were assigned to each teacher in the population and placed in a container large enough to allow the rolled pieces of paper to move freely when shaken.

The researcher then drew the required number of participants from the container.

The inclusion criteria were as follows: first, the teacher had to be currently employed at a public elementary school within Carmen District, Division of Davao del Norte during the 2024–2025 school year. Second, the teacher had to have at least one year of teaching experience in any subject. Teachers who did not meet these criteria were excluded, specifically, those not employed in a public elementary school in Carmen District during the specified school year, those with less than a year of teaching experience, and those on temporary leave or undergoing administrative action. These individuals were excluded to ensure that only those with consistent teaching experience were represented. Additionally, school administrators and guidance counselors, who did not directly teach elementary subjects, were also excluded from the study.

**2.3 Research Instrument**

The first part of the questionnaire was based on the Democratic Teaching Beliefs Scale by Shechtman (2002), as cited by Stavroussi et al. (2021). The scale included items that focused on evaluating various dimensions of democratic teaching beliefs, including equality, freedom, and justice. Overall, Cronbach’s alpha coefficient is 0.870, which supports the reliability of the questionnaire for measuring the variable of democratic teaching beliefs. In this study, the democratic teaching beliefs scale demonstrated excellent reliability, with a Cronbach’s alpha value of 0.950

The second part of the questionnaire was developed by Taac-Taac and Quintana (2025) to assess global citizenship competence. The Global Citizenship Competence Scale assessed cognitive competence, socioemotional competence, and behavioral competence. The overall Cronbach’s alpha coefficient for the scale is 0.800, indicating that the questionnaire was reliable for measuring global citizenship competence. Additionally, the global citizenship competence questionnaire demonstrated good reliability in this study, with a Cronbach’s alpha value of 0.937

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# Permission to conduct the study. The data collection procedure for this study was carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensured that all institutional and educational guidelines were followed.

# Collection of Data Information. The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

# Collection and Statistical Computation. After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires will be counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, and correlation analysis.

# 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, the following statistical tools were utilized:

Mean was used to assess the extent of implementation of democratic teaching beliefs and the global citizenship competence of public elementary school teachers.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between democratic teaching beliefs and the global citizenship competence of public elementary school teachers.

Multiple linear regression analysis was employed to identify which domains of democratic teaching beliefs significantly influence the development of global citizenship competence of public elementary school teachers.

3. results and discussion

**3.1 Extent of Democratic Teaching Beliefs of Teachers among Public Elementary School Teachers**

Table 1. *Extent of Democratic Teaching Beliefs of Teachers among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Equality | 0.60 | 4.31 | Very Extensive |
| Freedom | 0.72 | 4.32 | Very Extensive |
| Justice | 0.63 | 4.32 | Very Extensive |
| **Overall** | **0.54** | **4.32** | **Very Extensive** |

Presented in Table 1 is the summary of indicators in the extent of democratic teaching beliefs among teachers, including equality, freedom, and justice, based on the mean scores and standard deviations. The indicators of freedom and justice both have the highest mean of 4.32 and are categorized as "very extensive." This is followed by equality with a mean of 4.31, also categorized as "very extensive." The overall mean of 4.32 is described as "very extensive," indicating that teachers demonstrate a very high level of engagement in democratic teaching beliefs across these indicators.

This suggests that teachers are highly committed to fostering an environment of freedom and justice, where students have the autonomy to express themselves and feel treated fairly. They also emphasize equality in their teaching, ensuring that all students have access to the same opportunities and are supported in their learning. The overall mean reflects a strong dedication to democratic principles, where teachers create classrooms that value respect, participation, and fairness.

The overall standard deviation of 0.54 indicates that the ratings were closely clustered around the mean.

This finding is supported by the work of Timidi and Okuro (2024), who advocated for democratic principles in education, emphasizing that teaching should reflect the values of equality, freedom, and justice, thereby fostering an environment where students are encouraged to participate in their learning and in decision-making processes actively. Similarly, Westheimer (2022) argued that a strong foundation in democratic teaching beliefs allows teachers to empower students by promoting active engagement and shared responsibility in the classroom. Furthermore, Larrain et al. (2021) highlighted that democratic teaching practices cultivate critical thinking, social responsibility, and a sense of agency among students, ultimately preparing them to become active, informed citizens.

**3.2 Extent of Global Citizenship Competence among Public Elementary School Teachers**

Table 2. ***Extent of Global Citizenship Competence among Public Elementary School Teachers***

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Cognitive Competence | 0.75 | 4.28 | Very Extensive |
| Socio-Emotional Competence | 0.82 | 4.29 | Very Extensive |
| Behavioral Competence | 0.76 | 4.31 | Very Extensive |
| **Overall** | **0.68** | **4.29** | **Very Extensive** |

Presented in Table 2 is the summary of indicators in the extent of global citizenship competence among teachers, including cognitive competence, socio-emotional competence, and behavioral competence, based on the mean scores and standard deviations. The indicator behavioral competence has the highest mean of 4.31, categorized as "very extensive." This is followed by socio-emotional competence with a mean of 4.29, and cognitive competence received a mean of 4.28, all categorized as "very extensive." The overall mean of 4.29 is described as "very extensive," indicating that teachers demonstrate a very high level of engagement in global citizenship competence across these indicators.

This suggests that teachers are highly proficient in behavioral skills, such as participating in democratic activities and engaging in citizenship-related behaviors. They also show strong socio-emotional competence, fostering a sense of belonging, understanding diverse perspectives, and managing emotions effectively. Cognitive competence, though slightly lower than the other two, still indicates a very high level of awareness and knowledge about global issues, demonstrating their commitment to promoting an understanding of the world’s interconnectedness.

The overall standard deviation of 0.68 indicates that the ratings were closely clustered around the mean.

This finding is supported by the work of Casmana et al. (2023), who emphasized the significance of global citizenship competence in fostering individuals who are aware of global issues, actively engage with diverse cultures, and take responsibility for making positive changes in the world. Teachers who promote global citizenship competence help students develop the cognitive, socio-emotional, and behavioral skills necessary for understanding and addressing complex global challenges. Similarly, Hunduma et al. (2024) highlighted that the development of global citizenship competence empowers students to recognize their role in a globally interconnected world and encourages them to participate in global efforts for social justice and sustainability. Moreover, Zalli (2024) noted that strong global citizenship competence fosters respect for diversity, enhances empathy, and motivates students to work collaboratively across borders for common goals, which are essential qualities in an increasingly globalized society.

**3.3 Significant Relationship Between Democratic Teaching Beliefs and Global Citizenship Competence of Public Elementary School Teachers**

Table 3. *Significant Relationship Between Democratic Teaching Beliefs and Global Citizenship Competence of Public Elementary School Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Democratic Teaching Beliefs | 4.32 | 0.63 |  |  |  |  |  |
|  |  |  | 0.60 | 0.36 | Moderate | 0.000 | Reject Ho1 |
| Global Citizenship Competence | 4.29 | 0.68 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between democratic teaching beliefs and global citizenship competence among public elementary school teachers. The relationship between democratic teaching beliefs and global citizenship competence has a correlation coefficient of 0.60 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a moderate and statistically significant positive relationship between democratic teaching beliefs and global citizenship competence. The R² value of 0.36 suggests that approximately 36% of the variation in global citizenship competence can be explained by democratic teaching beliefs. Given that the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that democratic teaching beliefs are significantly related to global citizenship competence.

This suggests that teachers who strongly adhere to democratic teaching beliefs are more likely to demonstrate high levels of global citizenship competence. The emphasis on equality, freedom, and justice within democratic teaching practices positively influences teachers' ability to foster global awareness, empathy, and responsibility among their students. Promoting democratic teaching beliefs may enhance global citizenship competence, which in turn can improve the overall educational experience, preparing students to be active and responsible global citizens.

This finding is consistent with the research conducted by Estellés et al. (2022), who highlighted the significant relationship between democratic teaching beliefs and global citizenship competence among teachers. Teachers who strongly embrace democratic beliefs, such as equality, freedom, and justice, are more likely to exhibit high levels of global citizenship competence. Similarly, Hunduma et al. (2024) emphasized that teachers who align their teaching practices with democratic principles tend to foster a classroom environment that promotes inclusivity, respect, and critical thinking, which are essential components of global citizenship. Furthermore, Franch (2020) observed that teachers who integrate democratic teaching beliefs into their practices are better equipped to prepare students for global challenges, as they emphasize social responsibility, global awareness, and active citizenship.

**3.4. Domains of the Democratic Teaching Beliefs that Significantly Influence Global Citizenship Competence of Public Elementary School Teachers**

**Table 4.** *Domains of the Democratic Teaching Beliefs that Significantly Influence Global Citizenship Competence of Public Elementary School Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 2.85 | 0.55 |  | 5.18 | 0.000 | Significant |
| Equality | 0.62 | 0.50 | 0.56 | 4.58 | 0.000 | Significant |
| Freedom | 0.58 | 0.45 | 0.54 | 4.39 | 0.000 | Significant |
| Justice | 0.64 | 0.52 | 0.60 | 4.74 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** |
| Global Citizenship Competence =2.85 + 0.62 (Equality) + 0.58 (Freedom) + 0.64 (Justice)  |
| R=0.60; R²=0.360; F=56.26; p-value=0.000 |

Presented in Table 4 is the regression analysis of how different domains of democratic teaching beliefs equality, freedom, and justice significantly influence global citizenship competence among public elementary school teachers. The regression model reveals that all three domains positively contribute to global citizenship competence. Specifically, the domain of justice (Beta of 0.64) has the strongest influence on global citizenship competence, followed by equality (Beta of 0.62) and freedom (Beta of 0.58). The t-statistics for each domain (4.74 for justice, 4.58 for equality, and 4.39 for freedom) and the p-values (all 0.000) confirm that these influences are statistically significant.

The regression equation, global citizenship competence = 2.85 + 0.62 (equality) + 0.58 (freedom) + 0.64 (justice), reveals that the overall model explains 36.0% of the variance in global citizenship competence (R² = 0.360). Additionally, the model's F-value of 56.26 and its p-value of 0.000 indicate that the model is statistically significant.

In conclusion, these results highlight that the domains of democratic teaching beliefs, particularly justice, equality, and freedom, play a crucial role in influencing global citizenship competence among teachers. Teachers who strongly adhere to these democratic beliefs are more likely to demonstrate high levels of global citizenship competence.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the extent of democratic teaching beliefs among teachers is always observed, with teachers demonstrating strong engagement in equality, freedom, and justice. This indicates that teachers highly value democratic principles that foster respect, collaboration, and fairness in the classroom. These beliefs are crucial in shaping the way teachers interact with students, creating a positive and inclusive learning environment that encourages active participation and mutual respect.

Secondly, the extent of global citizenship competence among teachers is always observed, with teachers showing strong involvement in cognitive, socio-emotional, and behavioral competencies. These findings suggest that teachers are highly committed to developing their global citizenship skills, ensuring that they are well-equipped to foster cross-cultural understanding, empathy, and responsible behavior among their students.

Thirdly, a significant relationship between democratic teaching beliefs and global citizenship competence was observed. This indicates that teachers who strongly adhere to democratic beliefs are more likely to demonstrate high levels of global citizenship competence. These beliefs and competencies work together to create an environment that promotes social responsibility, critical thinking, and engagement with global issues.

Finally, the domains of democratic teaching beliefs significantly influence global citizenship competence. This highlights the importance of beliefs such as equality, freedom, and justice in shaping teachers' global citizenship skills. Teachers who prioritize these democratic values are more likely to integrate them into their teaching practices, leading to a more inclusive, responsible, and globally aware educational experience for both themselves and their students.

The findings of this study, which demonstrate that democratic teaching beliefs significantly influence the development of global citizenship competence among teachers, support the theories of Transformative Learning Theory, Critical Pedagogy, and Social Learning Theory.

Transformative Learning Theory, proposed by Schnepfleitner and Ferreira (2021), as cited by Kurnia (2021), emphasizes the process by which individuals critically reflect on their assumptions, leading to a shift in perspective. In this study, teachers who adopt democratic teaching beliefs engage in transformative learning experiences, which challenge their assumptions about global issues and social responsibility. By critically reflecting on their teaching practices and worldview, teachers are able to reassess their roles as educators and their influence on students, fostering the development of global citizenship competence. This theory underscores how democratic teaching beliefs promote an environment for self-reflection and growth, ultimately encouraging teachers to engage in more socially responsible and globally conscious teaching practices.

Moreover, Critical Pedagogy, developed by Prahani et al. (2020), as cited by Sta (2021), advocates for an education system that promotes critical thinking and social change. Freire’s theory emphasizes the need for educators to challenge societal structures that perpetuate inequality and to empower students to engage in transformative actions. In this study, democratic teaching beliefs foster a learning environment where teachers encourage both themselves and students to critically engage with global issues such as inequality, sustainability, and human rights. This theory highlights the importance of democratic teaching beliefs in empowering teachers to model critical thinking and social action.

Furthermore, Social Learning Theory, Manik (2022), as cited by Ilmiani et al. (2021), posits that people learn through observing and imitating others. Teachers develop global citizenship competence by interacting with peers and engaging in professional development, observing best practices for addressing global issues. Teachers who hold democratic teaching beliefs are more likely to model behaviors that promote global awareness and social responsibility. This theory underscores how teachers, by observing and learning from one another, internalize values of global citizenship. They then model inclusive behaviors in their classrooms that foster a culture of empathy, collaboration, and respect for diversity.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations are proposed:

Firstly, given that teachers exhibit very extensive adherence to democratic teaching beliefs, it is recommended that school administrators continue to support and strengthen these beliefs among teachers. Administrators may provide professional development opportunities focused on enhancing teachers' understanding and application of democratic principles such as equality, freedom, and justice. Teachers should also be encouraged to reflect on how these beliefs shape their classroom environment and interactions with students. Peer collaboration, where teachers share best practices related to fostering democratic beliefs in the classroom, can further strengthen these efforts.

Secondly, recognizing the significant role of democratic teaching beliefs in enhancing global citizenship competence, it is recommended that administrators may facilitate collaboration among teachers to integrate these beliefs into their curriculum and teaching practices. Teachers may be encouraged to exchange ideas and strategies that promote global awareness, empathy, and responsible citizenship. Creating platforms for professional dialogue and providing opportunities for teachers to collaborate on lesson planning can support the development of global citizenship competencies in students.

Thirdly, given the significant relationship between democratic teaching beliefs and global citizenship competence, it is recommended that school administrators design programs that integrate these beliefs with global citizenship education. These programs should aim to help teachers incorporate democratic values into their teaching practices in ways that promote critical thinking, cross-cultural understanding, and social responsibility among students. Providing teachers with the tools and resources to foster these competencies will enhance students' development as active, engaged citizens.

Finally, considering the domains of democratic teaching beliefs—particularly equality, freedom, and justice that significantly influence global citizenship competence, it is recommended that administrators may implement targeted initiatives to strengthen these values. Professional development programs may focus on specific strategies for promoting democratic values in the classroom, encouraging teachers to adapt their teaching methods based on the principles of equality, freedom, and justice. Teachers may also be encouraged to engage in ongoing self-reflection, allowing them to better align their teaching practices with the core beliefs that underpin global citizenship education. Future researchers could explore how different teaching contexts and school environments influence the integration of democratic beliefs into teaching practices. Additionally, future studies could examine the long-term impact of democratic teaching beliefs on both teacher professional growth and students' global citizenship development.

Consent (where ever applicable)

The study was conducted in full adherence to established ethical standards to safeguard the protection, dignity, and well-being of all participants. Before data collection commenced, the researcher secured all necessary approvals, including an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The procedures observed were based on the framework of Pregoner et al. (2025), ensuring alignment with current protocols for research involving human participants in educational settings. Participation was entirely voluntary, with all respondents fully informed of the study’s purpose, scope, and their right to decline or withdraw at any time without consequence. Informed consent was obtained to confirm participants’ understanding and voluntary agreement to take part. To protect confidentiality, no personally identifiable information was collected, and all responses were handled with strict privacy. The data gathered were used exclusively for academic purposes. These safeguards ensured that the research was conducted with transparency, ethical soundness, and professional accountability.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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