Original Research Article

**STRATEGIC THINKING SKILLS AND GLOBAL COMPETENCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS**

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ABSTRACT

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| This study aimed to determine the significant relationship between strategic thinking skills and global competence among teachers in Baganga South District, Division of Davao Oriental. Grounded in Social Cognitive Theory, which highlights the role of cognitive processes in shaping behavior and adaptability in professional settings, the research explored how strategic thinking influences teachers' global readiness. A descriptive-correlational design was employed, involving 144 teachers selected through simple random sampling from various public elementary schools. Data were collected using standardized questionnaires and analyzed through mean, standard deviation, Pearson product-moment correlation, and multiple linear regression. The results revealed that teachers demonstrated very extensive levels of both strategic thinking skills (M = 4.33, SD = 0.52) and global competence (M = 4.34, SD = 0.40). Correlation analysis indicated a strong and significant positive relationship between the two variables (r = 0.76, p = 0.000). Further regression analysis confirmed that domains of strategic thinking, including systems thinking, reframing, and reflecting, significantly influenced global competence (r = 0.76, p = 0.000). These findings underscore the need for targeted professional development programs that enhance teachers' strategic thinking skills as a means of building global competence. Strengthening these areas will empower educators to foster cross-cultural understanding and prepare students to navigate and contribute meaningfully in an interconnected global society. |

*Keywords*: Strategic Thinking Skills, Global Competence, Education, Public Elementary Teachers, Descriptive-Correlational

1. INTRODUCTION

Global competence is an essential skill for teachers in the 21st century, as it enables them to prepare students for an increasingly interconnected world. Teachers with high global competence can integrate diverse perspectives into their teaching, foster cultural understanding, and enhance students' ability to engage in global issues. However, many teachers struggle with developing global competence due to limited exposure to international education, lack of professional development, and rigid curricula that do not emphasize global awareness. This deficiency affects their ability to instill critical thinking and cross-cultural communication skills in students, ultimately limiting the global readiness of future generations.

At an international level, particularly in Indonesia, the lack of global competence among teachers poses a challenge to educational systems striving to produce globally competitive graduates. Research has shown that many teachers do not possess the necessary knowledge and skills to incorporate global perspectives into their teaching effectively (Mutohhari et al., 2021). This issue is particularly evident in regions where education systems emphasize national curricula over global integration. Additionally, in Spain, disparities in teacher training programs across different countries contribute to inconsistent levels of global competence, leaving students in some regions at a disadvantage in terms of global awareness and cultural adaptability (Basilotta-Gómez-Pablos et al., 2022).

Strategic thinking skills play a crucial role in enhancing global competence among teachers, as they enable educators to anticipate challenges, make informed decisions, and implement innovative teaching strategies that incorporate global perspectives (Kerkhoff & Cloud, 2020). Teachers with strong strategic thinking skills can critically assess curriculum gaps, seek opportunities for professional growth, and develop creative approaches to integrating international issues into their lessons (Dixit et al., 2021).

Moreover, a research study highlights that individuals proficient in strategic thinking are more adept at identifying global opportunities and risks, integrating their global competence to analyze international market trends, geopolitical shifts, and cultural differences (Krantz & Brusberg, 2024). These individuals often demonstrate superior decision-making, as they can anticipate global challenges and adjust strategies accordingly (Preindl et al., 2020). Consequently, the ability to incorporate global competence into strategic thinking is essential for making decisions that are not only effective locally but also viable in a global context (World Health Organization, 2022).

In the Philippines, low global competence among teachers is a pressing concern, especially with the country’s ongoing efforts to align its educational standards with global benchmarks such as the K-12 curriculum. Despite initiatives to integrate global perspectives into education, many teachers lack the training and resources to implement these concepts in their classrooms effectively (Diano et al., 2023). The Department of Education has introduced global citizenship education as part of its curriculum, yet many teachers struggle to translate these principles into practice due to inadequate professional development opportunities and a lack of exposure to international teaching methodologies (Magulod et al., 2020).

Furthermore, studies indicate that decision-makers with strong strategic thinking skills are better equipped to adapt to global changes and emerging international challenges. This adaptability is enhanced by their global competence, which helps them understand and respond to diverse cultural and market dynamics (Iriani et al., 2024). In a rapidly changing global environment, individuals who possess both strategic thinking skills and global competence are better positioned to thrive in multinational settings (Alon et al., 2020).

In organizations that value strategic thinking and global competence, leaders tend to foster a culture of innovation, cross-cultural collaboration, and a proactive approach to global opportunities. These settings promote a shared understanding of international goals, encouraging individuals to collaborate on global strategies that drive positive change (Alateeg & Alhammadi, 2024). Ultimately, the integration of strategic thinking and global competence enables more informed, agile decision-making that can lead to improved outcomes across global markets (Shams et al., 2021).

In Baganga South District, Division of Davao Oriental, the challenge of low global competence among teachers is further compounded by the dominance of traditional teaching methods that prioritize local and national concerns over international perspectives. Public elementary school teachers, in particular, have limited access to global education training programs, which hinders their ability to foster international mindedness among students. This gap in professional development restricts their capability to equip students with the necessary skills to thrive in a globally connected world.

To uplift teachers’ instructional competence, this study aims to determine the relationship between strategic thinking skills and global competence among public elementary school teachers in Baganga South District, Division of Davao Oriental. Given the increasing demand for globally competent educators, there is an urgent need to investigate factors that influence their ability to integrate global perspectives into their teaching. The findings of this study will provide valuable insights for policymakers, educational institutions, and teacher training programs in designing strategies to enhance global competence among educators. Ultimately, this research will contribute to the development of a more globally aware teaching workforce, ensuring that students are equipped with the necessary skills to succeed in a rapidly evolving global landscape.

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

The conceptual framework of this study illustrates the relationship between strategic thinking skills as the independent variable and global competence as the dependent variable. Strategic thinking skills are categorized into three key components: system thinking, reframing, and reflecting. System thinking refers to the ability to understand complex systems and recognize interrelationships within educational and global contexts. Reframing involves the capacity to view problems and situations from multiple perspectives, allowing for adaptive and innovative responses. Reflecting pertains to the thoughtful consideration of past experiences to inform future actions and decision-making. On the other hand, global competence is measured through three domains: knowledge and understanding, skills, and attitudes and values. These include awareness of global issues and cultural diversity, the ability to communicate and collaborate effectively across cultures, and the development of open-mindedness, empathy, and responsibility toward global challenges. The framework posits that the development of strategic thinking skills among educators can significantly influence their global competence, equipping them to prepare students for active participation in an interconnected world.

**1.1 Statement of the Problem**

This study aimed to determine the significant relationship between strategic thinking skills and the global competence of public elementary school teachers in Baganga South District, Division of Davao Oriental. Specifically, it sought to answer the following questions:

1. What is the degree of strategic thinking skills of teachers in terms of:

1.1 system thinking;

1.2 reframing; and

1.3 reflecting?

2. What is the level of global competence of teachers in terms of:

2.1 knowledge and understanding;

2.2 skills; and

2.3 attitude and values?

3. Is there a significant relationship between strategic thinking skills and global

competence?

4. Which domains of strategic thinking skills significantly influence the global

competence?

**1.2 Hypotheses**

Ho1: There is no significant relationship between strategic thinking skills and global competence among educators.

Ho2: None of the domains of strategic thinking skills significantly influence global competence among educators.

2. methodology

**2.1 Research Design**

The study employed a quantitative research design, specifically utilizing a descriptive correlational approach. Quantitative research involved the systematic collection of numerical data, with statistical, mathematical, or computational techniques to ensured objective, accurate, and measurable results (Mohajan, 2020). To achieved reliable findings, the study used standardized and controlled data collection methods, such as surveys, to quantify variables and test hypotheses (Mellinger & Hanson, 2020).

Additionally, the research followed a non-experimental framework, which focuses on observing and analyzing naturally occurring relationships between variables (LaVigne-Jones, 2023). Unlike experimental research, which manipulates variables to explore cause-and-effect relationships, non-experimental research aimed to understand and describe relationships as they naturally unfold in real-world settings (Weidlich et al., 2024).

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 (Onieva-Zafra et al., 2020). Unlike experimental research, which sought to establish causality by manipulating conditions, descriptive correlational research focused on measuring the strength and direction of relationships as they naturally occur (Remler & Van Ryzin, 2021).

In the context of this study, the descriptive-correlational research design was considered suitable as it aimed to describe the extent of strategic thinking skills and global competence among educators. It also sought to identify the significant relationship between educators’ strategic thinking abilities and their global competence.

**2.2 Research Respondents**

This study was conducted in Baganga South District, Division of Davao Oriental. It included the 22 schools within the district. A total of 144 teachers were involved as respondents out of a population of 226, determined using Slovin’s Formula. These respondents rated the strategic thinking skills and global competence of public elementary school teachers. The study was carried out 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 all potential participants, and these numbers were placed in a container large enough to allow the rolled pieces of paper to move freely in all directions when shaken. The researcher then picked out the desired number of participants for the study. Teachers with at least three years of service were chosen as respondents.

The inclusion criteria were as follows: first, the teacher must have been currently employed at a public elementary school within Baganga South District, Division of Davao Oriental during the 2024–2025 school year; second, the teacher must have had at least three years of teaching experience in any subject; and lastly, the teacher must have attended a training or seminar on the Matatag Training program. Teachers who did not meet these criteria were excluded from the study.

**2.3 Research Instrument**

The first part of the questionnaire was based on the The Strategic Thinking Questionnaire: Validation and Confirmation of Constructs by Pisapia et al. (2021), as cited by Rodrigues et al. (2021). The data-driven strategic thinking scale includes items that measure teachers' system thinking, reframing and reflecting. Its overall Cronbach’s alpha coefficient is 0.750, which supported the reliability of the questionnaire for measuring the variable of strategic thinking skills. In this study, the strategic thinking skills scale demonstrated excellent reliability, with a Cronbach’s alpha value of 0.991.

The second part of the questionnaire was developed by Köş and Celik (2023) to assess global competence. The Global Competence Scale assessed different aspects of information competence, such as knowledge and understanding, skills and attitudes and values. The Cronbach’s alpha coefficient of 0.790 refers to the initial reliability value obtained during the instrument development or pilot testing phase, which confirmed that the questionnaire was generally reliable and suitable for use in the main study. Following data collection from the full sample, a more comprehensive reliability analysis was conducted on the responses to the global competence questionnaire, resulting in an excellent internal consistency score of 0.982. This higher value reflects the improved stability and consistency of the instrument when applied to a larger and more representative group. The increase in Cronbach’s alpha in the full implementation phase indicates that the items were highly cohesive in measuring the construct of global competence, further validating the tool’s reliability within the context of this study.

**2.4 Data Gathering Procedure**

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

# The data collection procedure for this study were 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 ensures that all institutional and educational guidelines were followed.

# 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.

# After data collection, the retrieval process involvesd carefully organizing and analyzing the collected information. The completed questionnaires were 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 that were gathered for this study, several statistical tools were utilized to determine the aimed of the study.

Mean was used to assess the extent of strategic thinking skills and global competence among educators.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between strategic thinking skills and global competence among educators.

Multiple linear regression analysis was employed to identify which domains of strategic thinking skills would influence and global competence among educators.

2.6 Ethical Considerations

This research adhered strictly to recognized ethical standards to protect the rights, dignity, and welfare of all participants. Before initiating data collection, the researcher secured the required approvals, including consent from the Dean of the Graduate School at Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The ethical procedures were guided by the framework developed by Pregoner et al. (2025), aligning with contemporary protocols for studies involving human participants in educational settings. Participation was entirely voluntary, and participants were thoroughly informed about the study's purpose, scope, and their right to refuse or withdraw at any stage without penalty. Informed consent was obtained to ensure participants understood and agreed to take part. To maintain confidentiality, no personally identifiable information was gathered, and all collected data was kept secure. The information was used solely for academic research. These measures ensured the research was conducted with integrity, transparency, and full ethical and professional responsibility.

3. results and discussion

**3.1** **Extent of Strategic Thinking Skills of Teachers among Public Elementary School Teachers**

Table 1. *Extent of Strategic Thinking Skills of Teachers among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| System Thinking | 0.70 | 4.27 | Very Extensive |
| Reframing | 0.68 | 4.31 | Very Extensive |
| Reflecting | 0.75 | 4.35 | Very Extensive |
| **Overall** | **0.52** | **4.33** | **Very Extensive** |

Presented in Table 1 is the summary of the indicators in the extent of strategic thinking skills, including system thinking, reframing, and reflecting, based on the mean scores and standard deviations.

The indicator of reflecting has the highest mean of 4.35, categorized as "very extensive," followed by reframing with a mean of 4.31, also categorized as "very extensive." The indicator of system thinking received a mean of 4.27, categorized as "very extensive." The overall mean of 4.33 is described as "very extensive," indicating that teachers generally exhibit a very high level of strategic thinking skills across these indicators.

This suggests that teachers are highly proficient in thinking critically and strategically, using systems thinking to address complex issues, reframing situations to consider multiple perspectives, and reflecting on past experiences to improve future actions. Teachers demonstrate a strong ability to apply strategic thinking skills in their teaching practice, which enhances their decision-making and problem-solving capabilities.

The overall standard deviation of 0.52, being less than 1, indicates that the ratings were relatively consistent, with responses clustering closely around the mean.

This finding reinforces the study of Kalebar et al. (2024), which emphasizes that strong strategic thinking skills significantly enhance a teacher's ability to navigate complex educational challenges and make informed decisions. In their research, Mårtensson et al. (2023) found that teachers with strong strategic thinking skills are better equipped to analyze long-term implications of their actions, adapt to changing circumstances, and develop effective solutions to problems. Additionally, Abd Hamid et al. (2024) observed that teachers who consistently engage in strategic thinking are more likely to design innovative lesson plans, improve student engagement, and contribute to the overall success of educational initiatives.

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Knowledge and Understanding | 0.50 | 4.35 | Very Extensive |
| Skills | 0.53 | 4.33 | Very Extensive |
| Attitude and Values | 0.45 | 4.33 | Very Extensive |
| **Overall** | **0.40** | **4.34** | **Very Extensive** |

Presented in Table 2 is the summary of the indicators in the extent of global competence, including knowledge and understanding, skills, and attitude and values, based on the mean scores and standard deviations.

The indicator of knowledge and understanding has the highest mean of 4.35, categorized as "very extensive," followed closely by skills with a mean of 4.33, also categorized as "very extensive." The indicator of attitude and values received a mean of 4.33, categorized as "very extensive." The overall mean of 4.34 is described as "very extensive," indicating that teachers generally exhibit a very high level of global competence across these indicators.

This suggests that teachers possess comprehensive knowledge about global concepts, demonstrate strong skills in engaging with international contexts, and hold positive attitudes and values toward cultural diversity and global interactions. Teachers consistently demonstrate a deep understanding of globalization, possess the necessary skills for cross-cultural communication, and show a strong commitment to embracing international perspectives in their teaching practice.

The overall standard deviation of 0.40, being less than 1, indicates that the ratings were tightly clustered around the mean.

This finding is supported by the research of Nopas and Kerdsomboon (2024), who emphasize that a high level of global competence enables teachers to navigate and contribute to diverse educational settings effectively. Their study indicates that teachers with strong global competence are better equipped to interact with students from various cultural backgrounds, thereby fostering more inclusive classrooms. Similarly, Kerkhoff and Cloud (2020) argue that teachers with advanced global competence can integrate international perspectives into their teaching practices, enriching students' learning experiences. Moreover, Zalli (2024) highlight that global competence empowers teachers to engage in cross-cultural collaboration, enhancing both professional growth and student outcomes in a globalized world.

**3.3 Significant Relationship Between Strategic Thinking Skills and Global Competence of Teachers**

Table 3. *Significant Relationship Between Strategic Thinking Skills and Global Competence of Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Strategic Thinking Skills | 4.33 | 0.52 |  |  |  |  |  |
|  |  |  | 0.76 | 0.57 | High | 0.000 | Reject Ho1 |
| Global Competence | 4.34 | 0.40 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between strategic thinking skills and global competence among teachers. The relationship between strategic thinking skills and global competence has a correlation coefficient of 0.76 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between strategic thinking skills and global competence. The R² value of 0.57 suggests that approximately 57% of the variation in global competence can be explained by strategic thinking skills. Given that the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that strategic thinking skills significantly influence global competence.

This suggests that teachers who demonstrate strong strategic thinking skills are more likely to exhibit higher levels of global competence. Teachers with well-developed strategic thinking abilities are likely to possess a broader understanding of global issues, improved problem-solving skills, and better adaptability in cross-cultural interactions. By promoting strategic thinking skills, schools can enhance teachers' ability to engage with global challenges and further develop their global competence, which is crucial for fostering a global perspective in the classroom. Therefore, fostering a strong connection between strategic thinking skills and global competence is essential for preparing teachers to navigate and teach in an increasingly interconnected world.

This finding is supported by the research conducted by Nopas and Kerdsomboon (2024), who emphasized that strategic thinking skills play a crucial role in enhancing teachers' global competence. Their study found that teachers who demonstrate strong strategic thinking skills, such as system thinking, reframing, and reflecting, are more effective in adapting their teaching to diverse cultural and global contexts. Similarly, Kalebar et al. (2024) highlighted that teachers with high levels of strategic thinking are better equipped to navigate the complexities of a globalized educational environment, leading to improved interactions with students from various backgrounds. Additionally, Eden et al. (2024) observed that strategic thinking skills significantly contribute to teachers' ability to engage in cross-cultural collaboration, fostering a more inclusive and globally aware classroom environment.

**3.4. Domains of Strategic Thinking Skills that Significantly Influence the Global Competence of Teachers**

**Table 4.** *Domains of Strategic Thinking Skills that Significantly Influence the Global Competence of Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 3.80 | 0.82 |  | 8.60 | 0.000 | Significant |
| System Thinking | 0.87 | 0.67 | 0.58 | 4.62 | 0.000 | Significant |
| Reframing | 0.78 | 0.57 | 0.48 | 4.46 | 0.000 | Significant |
| Reflecting | 0.82 | 0.6 | 0.50 | 4.48 | 0.000 | Significant |
| **Regression Model** |
| Global Competence =3.80 + 0.87 (System Thinking) + 0.78 (Reframing) + 0.82 (Reflecting)  |
| R=0.760; R²=0.577; F=78.86; p-value=0.000 |

Presented in Table 4 is the regression analysis of how different domains of strategic thinking skills—system thinking, reframing, and reflecting significantly influence the global competence of teachers. The regression model reveals that all three domains positively contribute to global competence. Specifically, system thinking (with a Beta of 0.58) has the strongest influence with global competence, followed by reframing (Beta of 0.48) and reflecting (Beta of 0.50). The t-statistics for each domain (4.62 for system thinking, 4.46 for reframing, and 4.48 for reflecting) and the p-values (all 0.000) confirm that these relationships are statistically significant. The regression equation, global competence = 3.80 + 0.87 (System Thinking) + 0.78 (Reframing) + 0.82 (Reflecting), reveals that the overall model explains 57.7% of the variance in global competence (R² = 0.577). Additionally, the model's F-value of 78.86 and its p-value of 0.000 indicate that the model is statistically significant.

In conclusion, these results highlight that the domains of strategic thinking skills, particularly system thinking, reframing, and reflecting, play a crucial role in enhancing global competence among teachers. Teachers who exhibit strong skills in thinking systematically, reframing situations, and reflecting on their experiences are better positioned to develop high levels of global competence.

This suggests that fostering these strategic thinking domains in teachers can significantly improve their ability to engage with global challenges, enhancing their effectiveness in the classroom and their interactions with diverse cultural contexts.

This finding is consistent with the research of Ramos et al. (2021), who emphasized the importance of strategic thinking skills in enhancing teachers' global competence. Their study found that teachers who demonstrate strong strategic thinking skills are better equipped to navigate diverse cultural and educational contexts. Additionally, research by Sharma (2024) showed that teachers who actively engage in strategic thinking are more successful in adapting their teaching approaches to meet the needs of students from different backgrounds, fostering a more inclusive classroom environment. Similarly, the work of Ramos et al. (2021) highlighted that the development of strategic thinking skills allows teachers to better understand and address global issues, promoting a more globally aware and responsive teaching practice.

**5. CONCLUSIONS**

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

Firstly, the extent of strategic thinking skills among teachers is always manifested, with teachers demonstrating strong engagement in system thinking, reframing, and reflecting. This suggests that strategic thinking is a core component of their professional practice, enabling them to approach problems comprehensively, develop innovative solutions, and make informed decisions that enhance teaching and learning outcomes.

Secondly, the extent of global competence among teachers is always manifested, indicating that teachers consistently demonstrate a strong knowledge of different cultures, the ability to adapt to various environments, and a positive attitude towards international collaboration. The findings highlight the critical role of global competence in helping teachers navigate diverse educational contexts, collaborate across borders, and engage with global perspectives in their teaching practices.

Thirdly, a significant relationship between strategic thinking skills and global competence was observed. This indicates that teachers with strong strategic thinking skills are more likely to exhibit high levels of global competence. The findings suggest that teachers who engage in strategic thinking are better equipped to understand and navigate the complexities of global education and are more likely to implement practices that support international collaboration and cross-cultural learning.

Fourthly, the domains of strategic thinking skills significantly influence global competence. This underscores the importance of developing strategic thinking capabilities such as system thinking, reframing, and reflecting. Teachers who actively engage in these areas are more likely to enhance their global competence, contributing to more effective and globally aware teaching practices.

The results of the study were grounded in Transformational Leadership Theory, Cultural Intelligence (CQ) Theory, and Social Cognitive Theory to explore the relationship between strategic thinking skills and global competence in educators. Transformational Leadership Theory, proposed by Bass (1985), as cited by Miharja and Hayati (2021), emphasizes the importance of visionary leadership in motivating and inspiring individuals to achieve higher levels of performance. In the context of strategic thinking, educators who possess strong global competence are better able to inspire students and colleagues by framing educational goals within a global context. Educators with strategic thinking skills are more likely to create a shared vision for global learning that encourages cultural understanding, fosters innovation, and prepares students to thrive in a diverse and interconnected world. By integrating global perspectives into their leadership, these educators can drive change and improve educational outcomes in a way that resonates across different cultures and regions.

Moreover, Cultural Intelligence (CQ) Theory, developed by Earley and Ang (2003), as cited by Nopas and Kerdsomboon (2024), focuses on the ability to function effectively across different cultural contexts. In relation to strategic thinking, global competence enables educators to approach educational challenges with a nuanced understanding of cultural differences. Educators with high global competence are more adept at developing strategic initiatives that are culturally responsive, ensuring that their plans account for the diversity of students' backgrounds and global experiences. This alignment of strategic thinking with global competence helps educators to adapt their teaching practices, curriculum design, and decision-making strategies to better meet the needs of a diverse student body, while fostering an environment of inclusion and respect for cultural differences.

Furthermore, Social Cognitive Theory, proposed by Bandura (1986), as cited by Schunk and DiBenedetto (2020), emphasizes the role of self-efficacy, observational learning, and the social environment in shaping behavior. In the context of strategic thinking and global competence, educators who believe in their ability to think strategically and engage with global issues are more likely to develop effective strategies for teaching and leadership. These educators are also more likely to observe and learn from global best practices, integrating them into their own teaching methods. As educators gain confidence in their ability to make informed, globally-minded decisions, they are more likely to engage in proactive, strategic actions that benefit both their students and the global community. The relationship between strategic thinking and global competence is reinforced as educators build their self-efficacy, leading to enhanced decision-making and global awareness.

**6. RECOMMENDATIONS**

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

Firstly, given the very extensive strategic thinking skills among teachers, it is recommended that school administrators continue to strengthen these competencies through structured and sustained professional development programs. These programs should focus on enhancing systems thinking, reframing, and reflecting—skills that enable educators to navigate complex challenges, promote innovation, and make informed decisions in diverse classroom settings. To ensure broader impact, the Department of Education may consider institutionalizing these training modules into national teacher development frameworks and integrating them into in-service training schedules. Training-of-trainers (TOT) models can be adopted, wherein master teachers or instructional leaders are capacitated at the regional level and tasked with cascading the training to schools nationwide. Additionally, digital platforms and learning management systems may be used to scale the delivery and accessibility of these modules across regions, including remote or underserved areas.

Secondly, considering the very extensive global competence observed in the study, it is recommended that educational leaders create more structured opportunities for teachers to engage with global issues and cultural diversity. Schools may establish professional learning communities (PLCs) focused on global education themes, or partner with international education networks and NGOs that provide teacher exchange, cultural immersion, or virtual collaboration programs. At the policy level, global competence training may be incorporated into national teacher standards and licensure frameworks, ensuring that future and current educators are equipped with the knowledge, skills, attitudes, and values necessary to foster global citizenship. The inclusion of global competence benchmarks in performance appraisal systems and school improvement plans can also reinforce its value in everyday teaching practice. Through these multi-level efforts, both strategic thinking and global competence can be developed systemically, contributing to a more adaptive, future-ready education workforce nationwide.

Thirdly, recognizing the significant relationship between strategic thinking skills and global competence, it may be important for school administrators to focus on cultivating a learning environment that integrates both areas. This could be achieved by designing professional development initiatives that simultaneously address strategic thinking and global competence. Teachers may be encouraged to reflect on how their strategic thinking skills contribute to enhancing their global competence, ultimately helping them become more effective educators in a globally connected world. Creating a comprehensive approach to teacher development that links these two critical aspects can lead to more effective instructional practices and improved student outcomes.

Fourthly, in light of the significant influence of the domains of strategic thinking skills system thinking, reframing, and reflecting on global competence, administrators may consider developing targeted programs to strengthen these domains within their teaching staff. Administrators may implement workshops or seminars focused on these specific areas, providing teachers with the tools and frameworks to integrate strategic thinking into their everyday teaching practices. By enhancing these domains, teachers may be better equipped to navigate the complexities of teaching in a diverse, globalized environment, leading to a higher level of global competence among educators. Future researchers may explore the long-term impact of strategic thinking skills and global competence on educational outcomes, considering different teaching contexts and examining how these skills affect both teacher effectiveness and student achievement over time. They may also investigate the integration of emerging educational technologies and strategies in fostering these competencies, and how they can be incorporated into professional development programs for educators.

Finally, one notable limitation of this study is its use of a single-district sampling, which may affect the generalizability of the findings. The data were collected solely from public elementary school teachers in the Baganga South District, Division of Davao Oriental. As a result, the findings may not fully reflect the perspectives and experiences of teachers in other districts or regions with differing socio-cultural, institutional, or policy contexts. Additionally, the use of self-reported questionnaires introduces the potential for response bias, as participants may have overestimated or underestimated their competencies. Future studies are encouraged to include a more diverse sample across multiple districts or regions and consider triangulating data through interviews, classroom observations, or document analysis to enhance validity and applicability.

Consent (where ever applicable)

This research adhered strictly to recognized ethical standards to protect the rights, dignity, and welfare of all participants. Before initiating data collection, the researcher secured the required approvals, including consent from the Dean of the Graduate School at Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The ethical procedures were guided by the framework developed by Pregoner et al. (2025), aligning with contemporary protocols for studies involving human participants in educational settings. Participation was entirely voluntary, and participants were thoroughly informed about the study's purpose, scope, and their right to refuse or withdraw at any stage without penalty. Informed consent was obtained to ensure participants understood and agreed to take part. To maintain confidentiality, no personally identifiable information was gathered, and all collected data was kept secure. The information was used solely for academic research. These measures ensured the research was conducted with integrity, transparency, and full ethical and professional responsibility.

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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