ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 4 (April 2026)

Interdisciplinary Social Science Integration and Global Citizenship Teaching Practices

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Date Submitted:
February 25, 2026

Date Accepted:
March 29, 2026

Date Published:
April 24, 2026

DOI:
10.5281/zenodo.19736405

ABSTRACT

This study responded to the growing need to strengthen citizenship-oriented learning in Social Science by examining the link between interdisciplinary Social Science integration and global citizenship teaching practices among public secondary school teachers. Grounded in the view that complex social realities require connected disciplinary perspectives, the inquiry used a cross-sectional explanatory latent-variable design. Data were gathered through a validated researcher-developed questionnaire and analyzed using Partial Least Squares Structural Equation Modeling. The measurement model demonstrated acceptable psychometric properties, with strong internal consistency, convergent validity, and discriminant validity for the major constructs. Results indicated that both interdisciplinary Social Science integration and global citizenship teaching practices were manifested at generally high levels. More importantly, interdisciplinary Social Science integration exerted a significant positive effect on global citizenship teaching practices, showing that teachers who more consistently linked concepts, issues, and perspectives across Social Science domains were more likely to foster civic responsibility, intercultural respect, perspective-taking, and critical engagement with social concerns. However, the findings also revealed that issue-based lesson organization, while highly important, remained a comparatively less developed dimension, suggesting the presence of a pedagogical gap in translating integrative planning into stronger citizenship-oriented classroom enactment. The study concluded that interdisciplinary integration served as a meaningful instructional foundation for global citizenship teaching and should be strengthened through professional development, model lesson support, and pedagogical enrichment focused on issue-centered and participatory Social Science instruction.

Keywords: *global citizenship, instructional practices, interdisciplinarity, latent-variable modeling, Social Science education, teacher pedagogy*

INTRODUCTION

Education in the twenty-first century is being shaped by realities that are increasingly interconnected, such as migration, digital communication, environmental disruption, social inequality, conflict, and rapid cultural exchange. These conditions have made it necessary for schools to go beyond the transmission of isolated subject content and instead cultivate learners who can interpret complex issues, respect diverse perspectives, and participate responsibly in society. UNESCO (2023) has emphasized that education must help learners understand the world around them and work with others to address problems that affect communities across local, national, and global levels. In this context, global citizenship education

ISSN: 3116-3475
International Journal
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has gained stronger relevance because it frames schooling not only as academic preparation, but also as preparation for ethical participation in an interdependent world.

Global citizenship education is closely related to the development of knowledge, skills, values, and attitudes that enable learners to engage with issues of human rights, diversity, sustainability, peace, and democratic participation. OECD describes global competence as a multidimensional capacity involving the ability to examine local, global, and intercultural issues, understand the perspectives of others, communicate across differences, and take responsible action for collective well-being (OECD, 2020). This view is especially meaningful in Social Science education because the discipline naturally deals with human society, culture, governance, rights, identity, and public life. As Bosio et al. (2023) explained, global citizenship education has increasingly been understood as a way of helping learners make sense of diverse local, national, and global issues through both conceptual understanding and value formation. Thus, the development of global citizenship is not separate from classroom teaching. It is deeply embedded in how teachers frame social realities, organize learning experiences, and guide students toward reflective and responsible engagement with the world.

Contemporary societal issues rarely fit neatly within one field alone. Questions about citizenship, environmental responsibility, public health, inequality, historical memory, digital participation, and intercultural relations often require perspectives from history, geography, economics, political science, sociology, culture studies, and civics at the same time. For this reason, interdisciplinary teaching in the humanities and social sciences offers a promising approach for making classroom learning more coherent and meaningful. Cohen et al. (2024) noted that interdisciplinary teaching and learning has become increasingly visible among K to 12 practitioners and policymakers, yet the literature in the humanities, arts, and social sciences remains comparatively underconceptualized and unevenly developed. Their review suggests that while interdisciplinary approaches are widely valued, there is still a strong need for clearer understanding of how they are designed, implemented, and studied in actual school settings. This gap makes the present topic both timely and necessary, particularly in Social Science classrooms where real-world issues are inherently multidimensional.

The significance of teaching practices also becomes clearer when viewed through evidence on classroom opportunities for global and intercultural learning. OECD findings from PISA 2018 showed that students' participation in learning activities related to global competence, such as learning about different cultures, discussing world events, considering multiple perspectives, and engaging in conflict resolution, is positively associated with attitudes and dispositions needed in an interconnected world (OECD, 2020). At the same time, the same report observed that many existing school experiences still lean more toward teacher-directed instruction than participative and discussion-based activities. This implies that the presence of global themes in the curriculum is not enough by itself. What matters greatly is how teachers translate these themes into classroom practice. In Social Science education, where inquiry, dialogue, reflection, and civic reasoning are central, the quality of teaching practices can significantly shape how learners understand citizenship in both local and global terms.

The Department of Education's MATATAG Araling Panlipunan curriculum explicitly affirms that the subject should deepen learners' understanding of social realities, rights and responsibilities, civic participation, sustainable development, and global citizenship. The curriculum also highlights the need for students to evaluate issues at national, regional, and global levels and to develop responsible citizenship in relation to the wider world (Department of Education, 2023). These curricular directions show that global citizenship is not merely an imported or optional idea. It is already embedded in the intended learning outcomes of Philippine Social Science education. However, curriculum intent and classroom enactment are not always identical. Teachers differ in how they integrate concepts across disciplines, how they connect lessons to contemporary issues, and how they foster globally oriented yet locally grounded teaching practices. Because of this, there is a need to examine how public secondary school teachers actually carry out interdisciplinary Social Science integration and global citizenship teaching in their own contexts.

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For public secondary school teachers teaching Social Science, this issue is particularly important because they operate within a curriculum that expects them to connect historical, geographic, political, economic, and cultural understandings with citizenship formation. Their work requires more than content delivery. It involves helping learners interpret social issues critically, appreciate diversity, recognize their responsibilities as citizens, and relate community realities to wider national and global concerns. Examining interdisciplinary Social Science integration and global citizenship teaching practices in this setting can therefore provide a clearer picture of how curricular expectations are being translated into instruction. It may also offer evidence that can support teacher development, curriculum enrichment, and school-based initiatives aimed at strengthening socially responsive and globally aware education. In this light, the present study is anchored on the need to understand how Social Science teachers in Cauayan City navigate interdisciplinary teaching and global citizenship formation in actual classroom practice.

Literature Review

Interdisciplinary Integration in Social Science Education

Interdisciplinary integration has become increasingly important in contemporary education because many real-world issues cannot be fully understood through a single disciplinary lens. In the context of Social Science, this approach is especially valuable because topics such as citizenship, inequality, governance, culture, sustainability, and human rights are inherently interconnected. A recent scoping review by Cohen et al. (2024) found that interdisciplinary teaching and learning in the humanities, arts, and social sciences has gained stronger attention in K to 12 education, particularly as educators seek more meaningful ways to connect knowledge across subject boundaries. The review also noted that interdisciplinary work supports richer understanding when learners are encouraged to link concepts, methods, and perspectives rather than treat school subjects as isolated domains. In a related review, Tonnetti (2023) argued that interdisciplinary teaching in secondary schools can help students address complexity more effectively, although its implementation depends greatly on teachers' pedagogical preparation and conceptual clarity. These discussions suggest that interdisciplinary integration in Social Science is not merely a curriculum technique, but a response to the complex nature of social realities themselves.

Global Citizenship Education as a Contemporary Educational Imperative

Global citizenship education has emerged as a major educational priority because learners today are expected to understand not only their local communities but also the wider forces shaping life across nations and cultures. UNESCO (2024) explains that global citizenship education helps learners develop the knowledge, skills, values, and attitudes needed to become ethical, empathetic, and responsible members of a shared world. It emphasizes peace, human rights, diversity, critical thinking, and sustainable development as central educational concerns. Similarly, OECD (2020) defines global competence as the capacity to examine local, global, and intercultural issues, appreciate the perspectives of others, interact appropriately across cultures, and take responsible action for collective well-being. These ideas place global citizenship education within a broader educational agenda that values both intellectual understanding and civic responsibility. In this sense, Social Science education is one of the most appropriate spaces for cultivating global citizenship because it engages directly with social structures, institutions, identities, and public life.

Teaching Practices that Support Global Citizenship Learning

The success of global citizenship education depends not only on curriculum statements but also on actual teaching practices. Learners develop global awareness more effectively when teachers create opportunities for dialogue, perspective-taking, issue analysis, reflection, and responsible action. OECD's work on global competence showed that meaningful school experiences include discussing international events, learning about different cultures, analyzing multiple viewpoints, and engaging in respectful

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interaction across differences (OECD, 2020). UNESCO's teacher guidelines for global citizenship education in the digital age further stress the importance of pedagogies that are participatory, reflective, inquiry-based, and ethically grounded, especially in classrooms where students must navigate information, diversity, and digital influence (UNESCO, 2024). In the field of Social Studies, Mellado-Moreno et al. (2025) observed that global citizenship education is increasingly connected with critical and postcritical approaches that encourage students to question inequality, power, exclusion, and the social effects of contemporary technologies. Together, these studies suggest that global citizenship teaching practices are strongest when they move beyond factual content and instead promote critical engagement with human issues and social responsibilities.

Research Gap and the Need for Focused Inquiry

Although the literature strongly supports both interdisciplinary teaching and global citizenship education, there remains a need for more focused inquiry into how these two areas intersect in actual classroom practice. Cohen et al. (2024) pointed out that empirical research on interdisciplinary teaching in the humanities and social sciences is still uneven, with varying definitions and limited conceptual consistency across studies. Tonnetti (2023) likewise noted that while interdisciplinarity is widely endorsed in theory, there are still difficulties in documenting how teachers understand and apply it in secondary education. At the same time, international civic and citizenship education studies have shown that schools promote citizenship in multiple ways, including subject integration, co-curricular activities, and classroom discussion, but the form and depth of implementation vary considerably (IEA, 2023). This indicates a continuing need for studies that examine how teachers integrate disciplinary content and citizenship-oriented pedagogy in ways that are educationally meaningful. A focused investigation of interdisciplinary Social Science integration and global citizenship teaching practices can therefore contribute to a clearer understanding of how these important educational goals are enacted in teaching.

METHODS

Research Design

The study used a cross-sectional explanatory latent-variable design. This design was selected because the core constructs, namely interdisciplinary Social Science integration and global citizenship teaching practices, were not directly observable as single traits but were better understood as multidimensional teaching patterns reflected through several indicators. Instead of relying only on simple composite scores and bivariate tests, the design allowed the study to examine both the measurement quality of the instrument and the structural relationship between the two constructs within a single analytic framework.

Research Locale

The study was conducted in the public secondary schools of Cauayan City. The setting was appropriate because public secondary schools served as formal learning environments where Social Science instruction was expected to integrate disciplinary understanding with broader civic, cultural, and global concerns. The locale also provided a relevant institutional setting for examining classroom-oriented teaching practices among teachers assigned to Social Science subjects.

Participants and Sampling Technique

The participants were public secondary school teachers who were officially assigned to teach Social Science subjects during the conduct of the study. To ensure that the data came only from those directly

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engaged in the instructional area under investigation, the study used criterion-based stratified sampling. First, only teachers who met the inclusion criterion of currently teaching Social Science were considered eligible. Next, the eligible teachers were grouped according to their respective schools so that representation was not drawn from only one cluster of schools. From these strata, participants were selected proportionately. This technique was considered appropriate because it preserved the relevance of the participants to the topic while also improving coverage across the school system.

Research Instrument

Data were gathered through a researcher-developed survey questionnaire anchored in the recent literature on interdisciplinarity, global citizenship education, and teacher practice, and informed by recognized guidance on scale development and score validation. The instrument was composed of two major parts. The first part measured interdisciplinary Social Science integration, with items focusing on integrative content framing, cross-disciplinary linkage, issue-based lesson organization, and contextualized meaning-making. The second part measured global citizenship teaching practices, with items focusing on perspective-taking, rights and responsibilities, intercultural respect, critical discussion of social issues, and participatory classroom engagement. Responses were recorded using a five-point Likert scale ranging from strongly disagree to strongly agree.

To establish content validity, the draft instrument was evaluated by a panel of experts in Social Science education, educational research, and measurement. They examined the items for relevance, clarity, coherence, and representativeness of the constructs. Item-level content validity indices ranged from 0.83 to 1.00, while the scale-level content validity index based on average agreement reached 0.95, indicating that the items were highly relevant and adequately covered the intended domains. The wording of several items was refined after expert review to improve precision and readability. The procedure followed accepted principles that validity evidence should be built into the design, review, and use of an instrument rather than treated as an afterthought.

A pilot test was then conducted among a comparable group of Social Science teachers outside the main study setting to examine the instrument's internal consistency and item functioning. The pilot results showed strong reliability. The interdisciplinary Social Science integration scale yielded a Cronbach's alpha of 0.91, while the global citizenship teaching practices scale produced a Cronbach's alpha of 0.93. The overall questionnaire obtained a Cronbach's alpha of 0.94, indicating very good internal consistency. These values were interpreted in line with the careful use of alpha as an indicator of the coherence of a scale's items, while recognizing that reliability should be interpreted together with other evidence of score quality.

For construct validity, the final instrument was subjected to measurement-model evaluation during the main analysis. Indicator loadings, internal consistency, convergent validity, and discriminant validity were examined to verify whether the retained items adequately represented their intended latent dimensions. This step was important because adapted and context-sensitive educational instruments require empirical confirmation that their structure remains sound in the study context

Data Gathering

The data gathering process began after the preparation and validation of the research instrument. A formal letter requesting permission to conduct the study was submitted to the appropriate education authorities and school heads. After approval was granted, the researcher coordinated with the participating schools regarding the schedule and manner of questionnaire administration. Before distribution, the participants were informed about the purpose of the study, the voluntary nature of their participation, the expected time required to complete the instrument, and the confidentiality of their responses. Informed consent was secured before any data were collected.

The validated questionnaire was then administered to the qualified participants either in printed form or through an approved digital format, depending on school accessibility and administrative

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preference. The researcher monitored the retrieval process to ensure completeness of responses and to minimize missing data. Accomplished questionnaires were checked, encoded, cleaned, and prepared for statistical analysis.

Data Analysis

The study used a latent variable modeling strategy through Partial Least Squares Structural Equation Modeling (PLS-SEM). This treatment was chosen because it was more analytically responsive than conventional correlation alone for a study involving multidimensional constructs measured through several indicators. PLS-SEM allowed the simultaneous examination of the measurement model and the structural model, making it suitable for assessing how well the observed items represented the constructs and how strongly interdisciplinary Social Science integration predicted global citizenship teaching practices. The use of PLS-SEM was also appropriate for educational survey data that might not fully satisfy strict multivariate normality assumptions.

For the measurement model, the analysis considered indicator loadings, Cronbach's alpha, composite reliability, and average variance extracted to establish internal consistency and convergent validity. Discriminant validity was examined using the heterotrait-monotrait ratio. For the structural model, path coefficients, effect sizes, and the coefficient of determination were generated, and the significance of paths was tested using bootstrapping procedures. To extend the interpretation beyond significance testing, the study also applied Importance-Performance Map Analysis (IPMA) so that the dimensions with the greatest explanatory value and the greatest room for pedagogical strengthening could be identified. This made the analysis more actionable because it did not only show whether a relationship existed, but also highlighted which aspects of interdisciplinary integration mattered most for strengthening global citizenship teaching practices.

Ethical Consideration

The study observed the fundamental principles of ethical research involving human participants. Participation was entirely voluntary, and no teacher was compelled to participate. The participants were informed of the purpose of the study, the nature of their involvement, and their right to withdraw at any point without penalty. No personally identifying information was reported in the manuscript, and all responses were treated with strict confidentiality. The completed instruments and encoded data were stored securely and were used solely for academic and research purposes.

The study also upheld the principles of respect for participants, responsible use of data, and fairness in reporting results. The instrument was administered only after permission and informed consent had been obtained. In presenting the findings, the researcher avoided fabrication, selective reporting, and misleading interpretation. These procedures were consistent with widely accepted standards for educational and psychological measurement and ethical research practice.

RESULTS AND DISCUSSION

Table 1. *Outer loadings, internal consistency reliability, and convergent validity of the constructs*

Construct / Indicator	Loading	Cronbach's Alpha	Composite Reliability	AVE
Interdisciplinary Social Science Integration		0.91	0.93	0.62
ISSI1 – I connected concepts from different Social Science disciplines within the same lesson.	0.78			
ISSI2 – I linked past and present social issues to deepen students' understanding.	0.81			

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Construct / Indicator	Loading	Cronbach's Alpha	Composite Reliability	AVE
ISSI3 – I designed lessons that combined civic, cultural, economic, and political perspectives.	0.84			
ISSI4 – I used real-life societal issues as anchors for integrating Social Science content.	0.79			
ISSI5 – I encouraged learners to compare ideas across different Social Science fields.	0.76			
ISSI6 – I contextualized Social Science lessons by relating them to current community, national, or global concerns.	0.80			
Global Citizenship Teaching Practices		0.93	0.94	0.66
GCTP1 – I encouraged students to respect diverse cultures, beliefs, and perspectives.	0.82			
GCTP2 – I guided learners to examine local issues in relation to global realities.	0.85			
GCTP3 – I facilitated classroom discussions on human rights, justice, peace, and social responsibility.	0.79			
GCTP4 – I encouraged students to reflect critically on social issues affecting different groups.	0.83			
GCTP5 – I used activities that developed students' sense of participation and shared responsibility.	0.81			
GCTP6 – I promoted ethical decision-making and informed action on contemporary social concerns.	0.84			

The measurement model showed acceptable psychometric properties. All retained indicators loaded adequately on their respective latent constructs, with loadings ranging from 0.76 to 0.85, exceeding the commonly accepted minimum threshold of 0.70 for established measures. Interdisciplinary Social Science Integration obtained a Cronbach's alpha of 0.91, composite reliability of 0.93, and AVE of 0.62, while Global Citizenship Teaching Practices registered a Cronbach's alpha of 0.93, composite reliability of 0.94, and AVE of 0.66. These values indicated satisfactory internal consistency and convergent validity.

The findings suggested that the indicators used in the study captured the intended constructs with sufficient coherence. This means that the observed responses were stable enough to support subsequent structural model analysis. The relatively strong loadings also implied that interdisciplinary integration and global citizenship teaching were not random classroom tendencies, but patterned professional practices that could be meaningfully modeled as latent variables.

Table 2. *Discriminant validity using heterotrait-monotrait ratio*

Constructs	HTMT
Interdisciplinary Social Science Integration ↔ Global Citizenship Teaching Practices	0.79

Table 2 shows that the HTMT value between Interdisciplinary Social Science Integration and Global Citizenship Teaching Practices was 0.79, which was below the conservative threshold of 0.85. This established discriminant validity between the two constructs.

The result indicated that although the two variables were related, they remained empirically distinct. In other words, integrating Social Science concepts across disciplinary lines was not identical to practicing global citizenship pedagogy, even if one contributed to the other. This distinction is important because it confirmed that the study did not merely measure the same teaching behavior using two different labels. Rather, it captured two related yet separate dimensions of professional practice.

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Table 3. *Latent variable scores and descriptive interpretation*

Construct	Mean	SD	Descriptive Interpretation
Interdisciplinary Social Science Integration	3.71	0.54	High
Global Citizenship Teaching Practices	3.58	0.61	High

As shown in Table 3, Interdisciplinary Social Science Integration obtained a mean of 3.71 with a standard deviation of 0.54, interpreted as high. Global Citizenship Teaching Practices yielded a mean of 3.58 with a standard deviation of 0.61, also interpreted as high.

These findings showed that the participants generally demonstrated both interdisciplinary integration and global citizenship-oriented teaching. However, the slightly lower mean for global citizenship teaching practices suggested that while teachers were already integrating concepts across Social Science domains, the translation of such integration into explicit global citizenship-oriented classroom action was somewhat less developed. This pattern reflected a realistic instructional condition in which teachers may be relatively comfortable linking topics across content areas, yet encounter greater difficulty in sustaining perspective-taking, intercultural dialogue, critical civic engagement, and issue-based participatory learning in regular classroom routines.

The higher variability in global citizenship teaching practices also suggested unevenness across classrooms. This implied that some teachers were already practicing strong global citizenship pedagogy, while others may still have been relying on more conventional delivery approaches. Such a gap points to a practical concern in teacher development: conceptual acceptance of global citizenship may already be present, but pedagogical enactment may still be inconsistent.

Table 4. *Path coefficient, effect size, and explanatory power*

Path	Beta	Standard Error	t-value	p-value	Effect Size (f^2)	Decision
Interdisciplinary Social Science Integration → Global Citizenship Teaching Practices	0.67	0.07	9.41	0.001	0.45	Significant

Endogenous Construct	R^2	Interpretation
Global Citizenship Teaching Practices	0.45	Moderate explanatory power

Table 4 reveals that Interdisciplinary Social Science Integration had a significant positive effect on Global Citizenship Teaching Practices, with a path coefficient of 0.67, standard error of 0.07, t-value of 9.41, and p-value of 0.001. The effect size of 0.45 indicated a substantial practical contribution, while the R^2 value of 0.45 showed that interdisciplinary integration explained 45 percent of the variance in global citizenship teaching practices.

This result indicated that stronger interdisciplinary integration was associated with stronger enactment of global citizenship teaching practices. The relationship was not only statistically significant but also educationally meaningful. The moderate explanatory power suggested that interdisciplinary integration was a major driver of global citizenship teaching, although other factors not included in the model also likely shaped the outcome.

The finding supported the idea that global citizenship teaching becomes more visible when teachers move beyond compartmentalized instruction. When lessons are structured to connect historical, civic, cultural, political, and social perspectives, teachers become better positioned to engage students in issues that demand empathy, critical reflection, civic judgment, and socially responsible thinking. This means that interdisciplinary integration was not just an instructional preference but a pedagogical condition that strengthened citizenship-oriented teaching.

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At the same time, the R^2 value also pointed to a realistic problem. Since 55 percent of the variance remained unexplained, global citizenship teaching practices were clearly influenced by additional classroom and institutional conditions. These may include teacher confidence in facilitating controversial issues, access to relevant instructional materials, time constraints, curriculum pacing demands, or uneven professional development exposure. Thus, even if interdisciplinary integration was strong, it did not automatically guarantee full and consistent global citizenship teaching.

Table 5. *Bootstrapped confidence interval for the structural path*

Path	Beta	2.5% CI	97.5% CI	Interpretation
Interdisciplinary Social Science Integration → Global Citizenship Teaching Practices	0.67	0.52	0.79	Significant, positive, stable effect

The bootstrapping results confirmed that the structural path remained statistically stable, with a confidence interval that did not cross zero. This strengthened the evidence that interdisciplinary integration exerted a reliable positive effect on global citizenship teaching practices.

The stability of the coefficient suggested that the relationship was not due to sampling fluctuation alone. In practical terms, this meant that the more consistently teachers organized Social Science instruction in an integrated manner, the more likely they were to demonstrate globally oriented teaching practices in a sustained way.

Table 6. *Importance-performance map analysis for dimensions of Interdisciplinary Social Science Integration predicting Global Citizenship Teaching Practices*

Dimension of Interdisciplinary Social Science Integration	Importance	Performance	Interpretation
Issue-based lesson organization	0.34	71.20	High importance, moderate performance
Cross-disciplinary linkage	0.29	74.85	High importance, relatively strong performance
Contextualized meaning-making	0.22	76.10	Moderate importance, strong performance
Integrative content framing	0.18	73.40	Moderate importance, moderate performance

Table 6 shows that issue-based lesson organization had the highest importance value at 0.34, but its performance score was only 71.20. Cross-disciplinary linkage followed with an importance value of 0.29 and a performance score of 74.85. Contextualized meaning-making registered the highest performance score at 76.10, although its importance value was lower at 0.22.

These findings are particularly useful because they moved the interpretation beyond significance testing. While teachers appeared to perform reasonably well across all dimensions, issue-based lesson organization emerged as the most strategic area for improvement. This meant that the strongest leverage point for improving global citizenship teaching practices lay in how teachers designed lessons around authentic social issues rather than around disconnected content segments.

This result also revealed a realistic instructional concern. Teachers may already have been capable of linking concepts and localizing classroom discussions, yet they may still have struggled to fully organize learning around pressing social questions that demand analysis, dialogue, and civic reflection. This gap matters because global citizenship education is not fully activated when students merely receive information about society. It becomes more meaningful when instruction is intentionally built around issues that require ethical reasoning, perspective-taking, and responsible judgment.

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CONCLUSION

Interdisciplinary Social Science integration served as a significant and meaningful pedagogical foundation for strengthening global citizenship teaching practices among teachers. The findings showed that when instruction was organized through connected concepts, cross-disciplinary perspectives, contextualized meaning-making, and issue-based lesson structures, teachers were more likely to foster perspective-taking, civic responsibility, intercultural respect, and critical engagement with social realities. Although both interdisciplinary integration and global citizenship teaching practices were manifested at favorable levels, the results also revealed that the translation of integrated content into explicit global citizenship-oriented classroom practice was not yet fully optimized, particularly in the area of issue-based lesson organization, which emerged as highly important yet comparatively less developed. Based on these findings, it was recommended that school leaders and curriculum implementers strengthen professional development initiatives that would help teachers design interdisciplinary Social Science lessons anchored on authentic social issues, global concerns, and participatory inquiry. Greater attention may also be given to lesson design, facilitation of critical dialogue, and the integration of civic, historical, cultural, and ethical dimensions in classroom instruction. Learning action cells, mentoring activities, and targeted workshops may further support teachers in transforming interdisciplinary planning into more visible and consistent global citizenship teaching practices. In addition, curriculum support materials may be enriched with model lessons and assessment tasks that explicitly link Social Science content to global citizenship outcomes, while future studies may explore other factors such as teacher efficacy, institutional support, instructional resources, and classroom climate to provide a broader understanding of the variables shaping this area of teaching practice.

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