

Global Approach in Teaching and Learning Theory

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Abstract:

The study aims to explore the contribution of global approach in teaching and learning theory in the educational system in terms of natural, political, physical, economic, cultural, and social approach in teaching and learning.

Descriptive quantitative approach of research is utilized in the study. It quantifies and measures the contribution of global approach in teaching and learning theory in the educational system. Likewise, random sampling techniques are utilized in the study. The participants are chosen randomly based on set criteria in the selection process. The study comprised sixty (60) respondents only.

Results show that classroom tasks or activities are focused on content leading acquisition of teaching and learning, show to explore theory and political philosophy in educational teaching and learning leadership understanding influenced practice and analysis, show to organize teaching delivery for students to the best of knowledge and understanding manner, show to classify economic approach to teaching and learning for fundamental processes of economic system and mechanism, show to convey messages in teaching and learning as to knowledge and information, personal stories, and experiences, and show to promote exchange of ideas in teaching and learning for better communication and feedback for students as the centers of learning. Findings show that there is a significant relationship on the contribution of global approach in teaching and learning theory in the educational system as observed by the respondents.

Keywords: Global approach to teaching and learning theory, natural approach in teaching and learning, political approach in teaching and learning, physical approach in teaching and learning, economic approach in teaching and learning, cultural approach in teaching and learning, and social approach in teaching and learning.

Introduction

Global approach to teaching and learning is necessary especially in the current educational system brought by Covid outbreak where traditional teaching and learning is shifted based on the educational system to have a smooth flow of teaching and learning process. The approach of teaching globally adopts the system based on the needs of the learners. It designated teaching for students as the centers of learning in the classroom setting as to enhance practice learning, experiences in teaching and learning, interest and exciting practice learning. It also designs various activities for teaching and learning as part of a global approach in the educational system. It explores student knowledge and participation in in-depth learning activities. It provides teachers with learning experience needs of the learners. It is being viewed for students' perspective learning approach for the success of global teaching in the educational system. based in the various domains of learning in students' academic performance as to skills in learning, academic achievement, and attitude toward studies, (Mallillin, 2020, pp. 1-11). Hence, it is being structured from the various strategies and techniques in teaching with the domains of learning. Global approach to teaching and learning is based on the domain of learning in the area of psychomotor, affective, and cognitive strategies and techniques. It analyzes the level and comprehension of students through a global approach in teaching, academic performance and attitude towards the lesson. It shows that the domains of learning contributed to the ability of various activities and functions in teaching modules based on the global approach and structure process. It provides active attention, willingness to respond, proper motivation, and feeling satisfaction of students as the centers of learning in terms of commitment and values, preferences, acceptance, belief and worth, (Mallillin, et al., 2021).

On the other hand, the global approach to teaching and learning is very critical independent analysis and engagement of the global system in education legacy especially in the sustainability learning process as to natural, political, physical, economics, cultural, and social systems and perspectives. It becomes global learning in the field of educational process in teaching. It provides spectrum differences for responsible teachers and becomes open minded, and attentive responsible lecturer in the academe. It seeks action on a global approach to teaching and learning that addresses issues in quality education at present. It contributes to the self-efficacy of teachers in various domains of learning through a global approach of teaching learning model and management to include student and instruction process. It organizes capabilities of a global approach to teaching and learning self-efficacy requirements for academic performance of students. It builds and influences teachers' self-efficacy for students in the global approach of teaching and learning challenges, (Fackler, Malmberg, & Sammons, 2021). Furthermore, understanding the globalization approach in teaching and learning defines cultural connection, social, and economic integration of knowledge in education independently. It is where global perspective becomes the trend in teaching and learning. It equips students with proper knowledge of the impact of global approach in teaching and learning. It transfers higher learning and training culturally astutely to the globalized market of education which discusses application of global approach to teaching and learning, (Tight, 2021, pp. 52-74).

Global approach in teaching and learning theory cycle, illustration, definition, and explanation

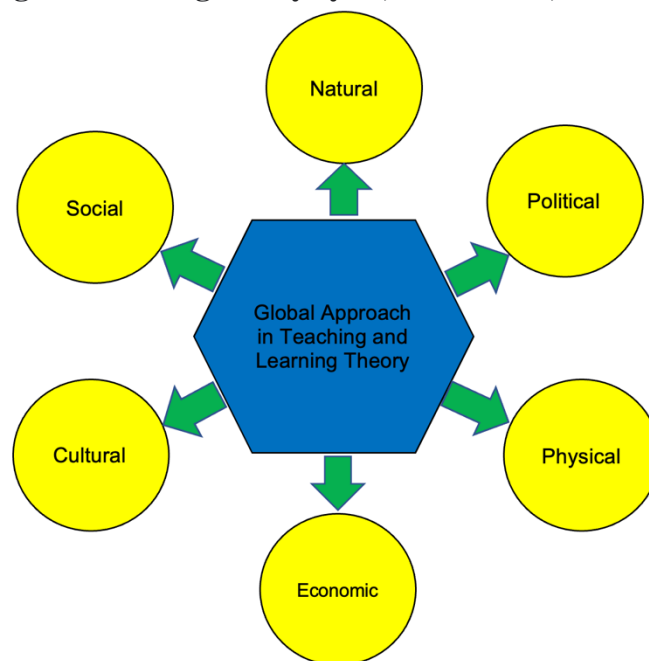


Figure 1: Global approach in teaching and learning illustration

Global approach in teaching and learning is engaged on critical analysis with interdependent, complex, legacy of global learning system as to natural, political, physical, economic, cultural, and social theory which are discussed below:

Definition	Approaches & Explanation
<p>1. Natural approach of teaching and learning develops skills in communication intended for beginning learners. It is presented by a wide range of principles in teaching and learning set for concrete context and usage.</p>	<ol style="list-style-type: none"> 1. Classroom tasks or activities are focused on content leading acquisition of teaching and learning. 2. Provides comprehensive input and relevant interesting lessons for academic achievement of the learners. 3. Learners can answer based on understanding and express even in his own native tongue language. 4. Focuses on students' comprehension level as the centers of learning behavior. 5. Focuses capacity and knowledge of students expression and communication interferences. 6. Activities and approaches establish rapport and maintain classroom discussion effectiveness.
<p>2. Political approach to teaching and learning features in dealing with accentuate politics structure and institution. The approach is concerned in teaching and learning form and structure as to interest groups, political parties, executives, judiciaries, and legislatures.</p>	<ol style="list-style-type: none"> 1. The approach of teaching and learning stresses normative political values to educate students as the centers of learning. 2. Emphasizes on various characteristics on political structure and emphasis in teaching and learning approach. 3. Interlinks closely to values and facts on scientific political approach in teaching and learning knowledge as basis for educational information. 4. Explores theory and political philosophy in educational teaching and learning leadership understanding influenced practice and analysis. 5. Examines educational theory context and application of political approach in teaching and learning as to analysis of politics process. 6. Addresses political approach in teaching and learning political natures and issues in educational organization democracy and globalization. 7. Broadens political approach in teaching and learning to organize and focus inquiry description, prediction, and political behaviors.
<p>3. Physical approach in teaching and learning refers to techniques and methods for the learning process of students through physical activities or motor skills to include development psychology, humanistic pedagogy, and learning theory.</p>	<ol style="list-style-type: none"> 1. Recapitulates the process of learning acquisition through verbal response based on the needs of the learners. 2. Creates positive movement on students' mood for facilitation of learning. 3. Reflects imperative skills and utilization of instruction organization of learning. 4. Organizes teaching delivery for students' best knowledge and understanding manner. 5. Focuses attention of the learners confined with various activities classroom teaching settings such as motion, kinetics, audio, and visual space of resources. 6. Incorporates body movement in the lesson like acting, dancing, gesturing to entertain learning tasks. 7. Methods and techniques in teaching connect action in command for effective classroom management
<p>4. Economic approach in teaching and learning circumscribes expansion for education, intensive interaction, and diversification in</p>	<ol style="list-style-type: none"> 1. Focuses on economic education in teaching and learning content to encompass evaluation and technique in general information. 2. Increases teaching and learning approach literacy in the school organization and citizenry. 3. Responds to economic identity and principles of teaching and learning approach knowledge and context.

<p>economic perspectives. It is the application paradigm and economic theory approach to education and to emanate an economy.</p>	<ol style="list-style-type: none"> 4. Provides an approach in teaching and learning system in demands of economic education involving utilization of industry knowledge. 5. Establishes economic approach in teaching and learning entities on specific geography location, quantity output, and basic information in the economy. 6. Transforms and combines economic approach in teaching and learning on economic systems and command in business economic growth and development. 7. Classifies economic approach to teaching and learning for fundamental processes of economic system and mechanism.
<p>5. Cultural approach in teaching and learning connects life experiences and language of students' culture development in academic skills. It describes the culture and organization essence shared in teaching and learning. It is a symbolic approach and interaction culture approach of teaching and learning.</p>	<ol style="list-style-type: none"> 1. Cultural approach consists of teaching and learning as to character, image, and climate for better understanding of the knowledge process. 2. Convey messages in teaching and learning as to knowledge and information, personal stories, and experiences. 3. Defines scientific knowledge in understanding culture in teaching students as the centers of learning. 4. Interprets humanistic perspective culture understanding in a shared meaning and symbols of teaching and learning experiences. 5. Defines culture climate in teaching and learning needed for quality of life in understanding sensitivity of human beings. 6. Cultural approach in teaching and learning shows clearly the individual or group of people in understanding the knowledge of the surroundings and about the world. 7. Creates epistemology of culture approach in learning for what is expected to set rules, policies, and guidelines in teaching.
<p>6. Social approach in teaching and learning highlights human beings to imitate and observe the attitude and behavior of individual people. It provides various applications in teaching and learning contexts.</p>	<ol style="list-style-type: none"> 1. Highlights ideas of individual people based on real world experience and observation of learning continual process. 2. It promotes experience and sharing of knowledge culture for people to stay connected in teaching and learning. 3. It improves retention of knowledge and engagement through increased active participation in teaching and learning. 4. It increases team-building initiative and increases collaboration of teaching and learning building closer relationships among individuals. 5. It promotes exchange of ideas in teaching and learning for better communication and feedback for students as the centers of learning. 6. It signifies classic conditioning behaviors, cognitive process of social context and cognitive process of teaching and learning. 7. It motivates and improves social interaction in teaching and learning model behavior in social settings among individuals.

Statement of the Problem

1. What is the contribution of global approach in teaching and learning theory in the educational system in terms of
 - 1.1 natural approach in teaching and learning,
 - 1.2 political approach in teaching and learning,
 - 1.3 physical approach in teaching and learning,

- 1.4 economic approach in teaching and learning,
- 1.5 cultural approach in teaching and learning, and
- 1.6 social approach in teaching and learning?

2. Is there a significant relationship on the contribution of global approach in teaching and learning theory in the educational system as observed by the respondents?

Hypothesis

There is a significant relationship on the contribution of global approach in teaching and learning theory in the educational system as observed by the respondents.

Research Design

Quantitative research design is employed in the study. It quantifies and measures the contribution of global approach in teaching and learning theory in the educational system in terms of natural approach in teaching and learning, political approach in teaching and learning, physical approach in teaching and learning, economic approach in teaching and learning, cultural approach in teaching and learning, and social approach in teaching and learning. It explores the rooted human experience innovation process of techniques and strategies in teaching. It requires key features on quantitative research designed to improve analysis of study methods, (Bauer, et al., 2021).

Sampling Techniques

Random sampling techniques are utilized in the study. The participants are chosen randomly based on set criteria in the selection of the population in the study. It is a technique chosen to have equal opportunity for the sample size to be included in the study. It represents an unbiased population total of the participants. It is one of the simplest collections of data and forms random sampling techniques from the population of the data. It carries the sample process the chance of equal opportunity in the target population. It provides a semantic segment of efficient sampling technique approach, (Hu, et al., 2021).

Participants of the Study

The participants of the study are experts in formulating theories in the field of research. They are scientists and experts in the research process. They are doctors with degrees and have experience in quantitative research who are also connected from the various Higher Educational Institutions (HEIs) in both public and private entities. The study comprised sixty (60) respondents only.

Results

1. What is the contribution of global approach in teaching and learning theory in the educational system

Table 1: Contribution of Natural Approach in Teaching and Learning Among the Respondents

Indicators	WM	I	R
1. Classroom tasks or activities are focused on content leading acquisition of teaching and learning.	4.23	HO	1.5
2. Provides comprehensive input and relevant interesting lessons for academic achievement of the learners.	3.38	L	5.5
3. Learners can answer based on understanding and express even in his own native tongue language.	3.67	O	4
4. Focuses on students' comprehension level as the centers of learning behavior.	4.23	HO	1.5
5. Focuses capacity and knowledge of students expression and communication interferences.	4.00	O	3

6. Activities and approaches establish rapport and maintain classroom discussion effectiveness.	3.38	L	5.5
Average Weighted Mean	3.81	O	
Standard Deviation	0.394		

Table 1 presents the weighted mean and the corresponding interpretation on the contribution of natural approach in teaching and learning among the respondents.

It shows in the table that rank 1 is shared by the two indicators which are “Classroom tasks or activities are focused on content leading acquisition of teaching and learning”, and “Focuses on students' comprehension level as the centers of learning behavior”, with a weighted mean of 4.23 or Highly Observed. Rank 2 is “Focuses capacity and knowledge of students expression and communication interferences”, with a weighted mean of 4.00 or Observed. Rank 3 is “Learners can answer based on understanding and expression even in his own native tongue language”, with a weighted mean of 3.67 or Observed. The least in rank is shared by the two indicators which are “Provides comprehensive input and relevant interesting lessons for academic achievement of the learners”, and “Activities and approaches establish rapport and maintain classroom discussion effectiveness”, with a weighted mean of 3.38 or Limited. The overall average weighted mean is 3.81 (SD=0.394) or Observed on the contribution of natural approach in teaching and learning among the respondents.

Table 2: Contribution of Political Approach to Teaching and Learning Among the Respondents

Indicators	WM	I	R
1. The approach of teaching and learning stresses normative political values to educate students as the centers of learning.	4.00	O	2.5
2. Emphasizes on various characteristics on political structure and emphasis in teaching and learning approach.	3.37	L	6.5
3. Interlinks closely to values and facts on scientific political approach in teaching and learning knowledge as basis for educational information.	3.87	O	4
4. Explores theory and political philosophy in educational teaching and learning leadership understanding influenced practice and analysis.	4.20	HO	1
5. Examines educational theory context and application of political approach in teaching and learning as to analysis of politics process.	3.75	O	5
6. Addresses political approach in teaching and learning political nature and issues in educational organization democracy and globalization.	4.00	O	2.5
7. Broadens political approach in teaching and learning to organize and focus inquiry description, prediction, and political behaviors.	3.37	L	6.5
Average Weighted Mean	3.79	O	
Standard Deviation	0.320		

Table 2 presents the weighted mean and the corresponding interpretation on the contribution of political approach to teaching and learning among the respondents.

It shows in the table that rank 1 is “Explores theory and political philosophy in educational teaching and learning leadership understanding influenced practice and analysis”, with a weighted mean of 4.20 or Highly Observed. Rank 2 is shared by the two indicators which are “The approach of teaching and learning stresses normative political values to educate the students as the centers of learning”, and “Addresses political approach in teaching and learning political natures and issues in educational organization democracy and globalization”, with a weighted mean of 4.00 or Observed. Rank 3 is “Interlinks closely to values and facts on scientific political approach in teaching and learning knowledge as basis for educational information”, with a weighted mean of 3.87 or Observed. The least in rank is also shared by the two indicators which are “Emphasizes on various characteristics on political structure and emphasis in teaching and learning approach”, and “Broadens political approach in teaching and learning to organize and focused inquiry description, prediction, and political behaviors”, with a weighted mean of 3.37 or Limited. The overall average weighted

mean is 3.79 (SD=0.320) or Observed on the contribution of political approach to teaching and learning among the respondents.

Table 3: Contribution of Physical Approach in Teaching and Learning Among the Respondents

Indicators	WM	I	R
1. Recapitulates the process of learning acquisition through verbal response based on the needs of the learners.	3.73	O	4
2. Creates positive movement on students' mood for facilitation of learning.	3.39	L	6
3. Reflects imperative skills and utilization of instruction organization of learning.	3.56	O	5.5
4. Organizes teaching delivery for students' best knowledge and understanding manner.	4.20	HO	1.5
5. Focuses attention of the learners confined with various activities in the classroom teaching setting such as motion, kinetics, audio, and visual space of resources.	4.03	O	3
6. Incorporates body movement in the lesson like acting, dancing, gesturing to entertain learning tasks.	3.56	O	5.5
7. Methods and techniques in teaching connect action in command for effective classroom management.	4.20	HO	1.5
Average Weighted Mean	3.81	O	
Standard Deviation	0.331		

Table 3 presents the weighted mean and the corresponding interpretation on the contribution of physical approach in teaching and learning among the respondents.

As glanced in the table, it shows that rank 1 is shared by the two indicators which are “Organizes teaching delivery for students best knowledge and understanding manner”, and “Methods and techniques in teaching connect action in command for effective classroom management”, with a weighted mean of 4.20 or Highly Observed. Rank 2 is “Focuses attention of the learners confined with various activities in the classroom teaching setting such as motion, kinetics, audio, and visual space of resources”, with a weighted mean of 4.03 or Observed. Rank 3 is “Recapitulates the process of learning acquisition through verbal response based on the needs of the learners”, with a weighted mean of 3.73 or Observed. The least in rank is “Creates positive movement on students' mood for facilitation of learning”, with a weighted mean of 3.39 or Limited. The overall average weighted mean is 3.81 (SD=0.331) or Observed on the contribution of physical approach in teaching and learning among the respondents.

Table 4: Contribution of Economic Approach in Teaching and Learning Among the Respondents

Indicators	WM	I	R
1. Focuses on economic education in teaching and learning content to encompass evaluation and technique of teaching in general information.	4.05	O	2
2. Increases teaching and learning approach literacy in the school organization and citizenry.	3.38	L	6.5
3. Responds to economic identity and principles of teaching and learning approach knowledge and context.	3.38	L	6.5
4. Provides an approach in teaching and learning system in demands of economic education involving utilization of industry knowledge.	3.91	O	3
5. Establishes economic approach in teaching and learning entities on specific geography location, quantity output, and basic information in the economy.	3.72	O	4

6. Transforms and combines economic approach in teaching and learning on economic systems and command in business economic growth and development.	3.68	O	5
7. Classifies economic approach to teaching and learning for fundamental process of economic system and mechanism.	4.21	HO	1
Average Weighted Mean	3.76		
Standard Deviation	0.317		

Table 4 presents the weighted mean and the corresponding interpretation on the contribution of economic approach in teaching and learning among the respondents.

As noted in the table, it shows that rank 1 is “Classifies economic approach to teaching and learning for fundamental process of economic system and mechanism”, with a weighted mean of 4.21 or Highly Observed. Rank 2 is “Focuses on economic education in teaching and learning content to encompass evaluation and technique of teaching in general information”, with a weighted mean of 4.05 or Observed. Rank 3 is “Provides an approach in teaching and learning system in demands of economic education involving utilization of industry knowledge”, with a weighted mean of 3.91 or Observed. The least in rank is shared by the two indicators which are “Increases teaching and learning approach literacy in the school organization and citizenry”, and “Responds to economic identity and principles of teaching and learning approach knowledge and context”, with a weighted mean of 3.38 or Limited. The overall average weighted mean is 3.76 (SD=0.317) or Observed on the contribution of economic approach in teaching and learning among the respondents.

Table 5: Contribution of Cultural Approach in Teaching and Learning Among the Respondents

Indicators	WM	I	R
1. Cultural approach consists of culture in teaching and learning as to character, image, and climate for better understanding of the knowledge process.	3.64	O	7
2. Convey messages in teaching and learning as to knowledge and information, personal stories, and experiences.	4.23	HO	1.5
3. Defines scientific knowledge in understanding culture in teaching students as the centers of learning.	4.11	O	3.5
4. Interprets humanistic perspective culture understanding in a shared meaning and symbols of teaching and learning experiences.	4.00	O	5
5. Defines culture climate in teaching and learning needed for quality of life in understanding sensitivity of human beings.	4.23	HO	1.5
6. Cultural approach in teaching and learning shows clearly the individual or group of people in understanding the knowledge of the surroundings and about the world.	3.83	O	6
7. Creates epistemology of culture approach in learning for what is expected to set rules, policies, and guidelines in teaching.	4.11	O	3.5
Average Weighted Mean	4.02	O	
Standard Deviation	0.218		

Table 5 presents the weighted mean and the corresponding interpretation on the contribution of cultural approach in teaching and learning among the respondents.

As gleaned in the table, it shows that rank 1 is shared by the two indicators which are “Convey messages in teaching and learning as to knowledge and information, personal stories, and experiences”, and “Defines culture climate in teaching and learning needed for quality of life in understanding sensitivity of human

beings”, with a weighted mean of 4.23 or Highly Observed. Rank 2 is also shared by the two indicators which are “Defines scientific knowledge in understanding culture in teaching students as the centers of learning”, and “Creates epistemology of culture approach in learning for what is expected set rules, policies, and guidelines in teaching”, with a weighted mean of 4.11 or Observed. Rank 3 is “Interprets humanistic perspective culture understanding in a shared meaning and symbols of teaching and learning experiences”, with a weighted mean of 4.00 or Observed. The least in rank is “Cultural approach consists of culture in teaching and learning as to character, image, and climate for better understanding of the knowledge process”, with a weighted mean of 3.64 or Observed. The overall average weighted mean is 4.02 (SD=0.218) or Observed on the contribution of cultural approach in teaching and learning among the respondents.

Table 6: Contribution of Social Approach in Teaching and Learning Among the Respondents

Indicators	WM	I	R
1. Highlights ideas of individual people based on real world experiences and observation of learning continual process.	3.81	O	3.5
2. It promotes experiences and sharing of knowledge culture for people to stay connected in teaching and learning.	3.35	L	6.5
3. It improves retention of knowledge and engagement through increased active participation in teaching and learning.	3.54	O	5
4. It increases team-building initiative and increases collaboration of teaching and learning building closer relationships among individuals.	4.00	O	2
5. It promotes exchange of ideas in teaching and learning for better communication and feedback for students as the centers of learning.	4.20	HO	1
6. It signifies classic conditioning behaviors in the cognitive process of social context and cognitive process of teaching and learning.	3.81	O	3.5
7. It motivates and improves social interaction in teaching and learning model behavior in social settings among individuals.	3.35	L	6.5
Average Weighted Mean	3.72	O	
Standard Deviation	0.324		

Table 6 presents the weighted mean and the corresponding interpretation on the contribution of social approach in teaching and learning among the respondents.

As noted in the table, it shows that rank 1 is “It promotes exchange of ideas in teaching and learning for better communication and feedback for students as the centers of learning”, with a weighted mean of 4.20 or Highly Observed. Rank 2 is “It increases team-building initiative and increases collaboration of teaching and learning building closer relationships among individuals”, with a weighted mean of 4.00 or Observed. Rank 3 is “shared by the two indicators which are “Highlights ideas of individual people based on real world experiences and observation of learning continual process”, and “It signifies classic conditioning behaviors in the cognitive process of social context and cognitive process of teaching and learning”, with a weighted mean of 3.81 or Observed. The least in rank is shared by the two indicators which are “It promotes experiences and sharing of knowledge culture for people to stay connected in teaching and learning”, and “It motivates and improves social interaction in teaching and learning model behavior in social settings among individuals”, with a weighted mean of 3.35 or Limited. The overall average weighted mean is 3.72 (SD=0.324) or Observed on the contribution of social approach in teaching and learning among the respondents.

3. On the significant relationships on the contribution of global approach in teaching and learning theory in the educational system as observed by the respondents

Table 7: Test of Significant Relationships on the Contribution of Global Approach in Teaching and Learning Theory as Observed by the Respondents

Test of Variables as Observed by the Respondents	z computed value	Comparison	z critical value	Decision
Natural Approach	47.0167	>	±1.96	rejected
Political Approach	51.8967	>	±1.96	rejected
Physical Approach	51.2961	>	±1.96	rejected
Economic Approach	51.7289	>	±1.96	Rejected
Cultural Approach	66.6929	>	±1.96	rejected
Social Approach	50.6227	>	±1.96	Rejected
two-tailed test with z critical value of ±1.96 at 0.05 level of significance				

Table 7 presents the test of significant relationships on the contribution of global approach in teaching and learning theory in the educational system as observed by the respondents.

As revealed in the table when the variables are tested, it shows that all z computed values are higher than the z critical value of ±1.96, two tailed tests at 0.05 level of significance which means the relationship is significant and resulted in rejection of the hypothesis. Therefore, it is safe to say that there is a significant relationship on the contribution of the global approach in teaching and learning theory in the educational system as observed by the respondents.

Discussion

The contribution of natural approach in teaching and learning among the respondents shows that classroom tasks or activities are focused on content leading acquisition of teaching and learning and to focus on students' comprehension level as the centers of learning behavior. This is a challenge among the lecturers especially in motivating students in teaching and learning. It develops a system to improve academic performance and achievement of students' interest and study habits. It evaluates structure and integrity of teaching and learning to students as the centers of learning achievement and behavior, (Yang, et al., 2021, pp. 807-823). Hence, it shows to focus capacity and knowledge of students' expression and communication interferences which means teachers leadership defines deeper understanding of the process of students working in a classroom setting. It develops a set of description categories for the leadership function of teachers' conception classroom interaction for students' learning. It explores teaching and learning as to creating knowledge, expanding learning capacity, and transferring of knowledge, (Zydziumaite, Kaminskiene, & Jurgile, 2021, p. 782). Also, it shows that learners can answer based on understanding and express even in his own native tongue language which means it establishes challenging tasks in the classroom setting. It requires suitable implementation of teaching technique and strategy. It aims to elicit the pedagogical issues in classroom teaching and learning as effort, function of learning, goal formulation which is useful in bridging the gap and issues in teaching and learning, (Ticheloven, et al., 2021, pp. 491-514). In addition, it provides comprehensive input and relevant interesting lessons for academic achievement of the learners, and involves activities and approaches to establish rapport and maintain classroom discussion effectiveness. It cultivates behaviors of natural teaching approach and learning in building initiatives and processes of students' rapport in learning, (Flanigan, Akcaoglu, & Ray, 2022, p. 100844).

Accordingly, the contribution of political approach to teaching and learning among the respondents shows that exploring theory and political philosophy in educational teaching and learning leadership understanding influenced practice and analysis which means to provide purpose of education in a humanized manner where the focus is the students as the centers of learning. It is being implemented when people understand the learning process among themselves. It assembles automatically the comprehension approach of politics in education and organization. This can picture the function of educational politics and other dimensions, (Deak, & Tanama, 2021, pp. 149-158). Yet, the political approach of teaching and learning stresses normative political values to educate students as the centers of learning. This includes addressing political natures and issues in educational organization democracy and globalization. It neutralizes the dimension of political approach in teaching and learning intended for educational purposes. It develops the phenomenon of teaching and learning

as to political dimension, (Slimani, Lange, & Håkansson, 2021, pp. 354-365). It interlinks closely to values and facts on scientific political approach in teaching and learning knowledge as basis for educational information for the learners which describes political approach in teaching and learning experience input process. It provides appropriate collaboration, and cognitive exchange in political approach to teaching and learning. It develops teaching plans and framework integration of political approach in teaching and learning. It widens the knowledge of students to explore scientific knowledge and development of political aspects in teaching and learning, (Gandolfi, 2021, pp. 551-588). Lastly, the political approach to teaching and learning emphasizes various characteristics on political structure. It also broadens the political approach in teaching and learning to organize and focus inquiry description, prediction, and political behaviors. It develops sustainable teaching and learning. It seeks to systematize the school setting system in a political teaching and learning approach, (Castellanos, & Queiruga-Dios, 2021).

Furthermore, the contribution of physical approach in teaching and learning among the respondents shows to organize teaching delivery for students' best knowledge and understanding manner, and to identify the methods and techniques in teaching connect action in command for effective classroom management. This is part of the classroom management for teaching and learning. It is an important aspect in teaching management to promote better learning and academic performance of students. Physical approach to teaching and learning provides a positive impact in the learning process of students as the centers of learning, (Biamont, 2021). On the other hand, it shows the focus of attention of the learners confined to various classroom teaching settings such as motion, kinetics, audio, and visual space of resources. This is one of the issues on physical approach in teaching and learning experiences by teachers, (Mallillin, 2022, pp. 99-121). It needs to design better instruction and inclusive classroom teaching and learning that meets better techniques and strategy for teachers. It analyzes physical approach to learning as to teacher competency, talent and interest, social skills, psychomotor, learning experience, and learning motivation, (Prasetyo, et al. 2021, pp. 95-116). It shows how to recapitulate the process of learning acquisition through verbal response based on the needs of the learners. It offers theoretical inspiration for culture position in the physical approach to teaching and learning practices. It defines physical approach to teaching and learning practice, understanding source and power of pedagogical efforts of teachers, (Lave, 2021, pp. 17-35). However, it shows a positive movement on students' mood for facilitation of learning. It examines interpersonal communication and behavior of teachers as to the physical approach in the learning process for the contribution of related student academic performance and experiences, (Xie, & Derakhshan, 2021).

Moreover, the contribution of economic approach in teaching and learning among the respondents shows that the economic approach to teaching and learning is fundamental to the process of economic system and mechanism. It is a necessary dimension analysis in education. It regulates model structure for educational provision in economic approach to teaching and learning organization. It defines a specialized traditional model in economic approach to teaching and learning thought. It contributes to analysis and evolution of economic approach in teaching and learning regulation as governed by the various educational institutions for the increased learning outcome, (Bellei, & Munoz, 2021, pp. 1-28). Similarly, it focuses on economic education in teaching and learning content to encompass evaluation and technique of teaching in general information. It provides dynamic pivot in a competitive school organization and competitive strategy economic teaching and learning as to approach on learning objectives, pedagogy, and teaching materials. It designs a method of economic approach to teaching knowledge in a semantic analysis. It determines the hierarchy process in establishing a learning priority approach respectively, (Wu, & Chen, 2021, p. 100561). Hence, it provides an approach in teaching and learning system in demands of economic education involving utilization of industry knowledge, (Mallillin, & Mallillin, 2019). It develops requirements in the technology approach for economic teaching and learning in a competitive world to include a set of knowledge views, information, and opportunity in legal role and principles. It analyzes modern economic approach for development foundation in teaching and learning, (Berezhna, Zaiets, & Shybirina, 2021, October, pp. 31-42). Fortunately, it shows an increased teaching and learning approach literacy in the school organization and citizenry which responds to economic identity and principles of teaching and learning approach knowledge and context. It provides technical and valuable privileges in teaching and learning to be implemented by the teacher in the economic approach process, (Engeness, 2021, pp. 96-114).

In addition, the contribution of cultural approach in teaching and learning among the respondents shows to convey a message in teaching and learning as to knowledge and information, personal stories, and experiences. It also defines culture climate in teaching and learning needed for quality life in understanding sensitivity of human beings, (Mallillin, et al., 2020). It provides and contributes data information in enhancement for cultural approach for teaching and learning level and educational discipline. It attempts to explore educational activities and prospect techniques in teaching and learning content. It utilizes the cultural process of teaching and learning technology habits and characteristics in sustainable quality education, (Nicolaou, 2021, p. 685). Hence, it defines scientific knowledge and understanding culture in teaching students as the centers of learning, and shows to create an epistemology of culture approach in learning for what is expected to set rules, policies, and guidelines in teaching, (Mallillin, 2021). It aims to identify cultural belief in teaching approach and epistemology in learning. It is a component of the educational process in various school systems to ensure proficiency in knowledge of students, (Alfallaj, Al-Ma'amari, & Aldhali, 2021). Moreover, it shows how to interpret humanistic perspective culture understanding in a shared meaning and symbols of teaching and learning experiences, (Mallillin, et al., 2022, pp. 1-31). It designs necessary aspects in the culture approach to teaching and learning to guide complex fields of explanation and learning process. It introduces cultural theory and the implication of teaching. It introduces behaviorism, and constructivism in exploring teaching and learning development of psychology in terms of cognitive, psychomotor, and affective domain process, (Stewart, 2021, pp. 3-28). Undoubtedly, it shows that cultural approaches consist of teaching and learning as to character, image, and climate for better understanding of the knowledge process. It advocates higher order of skills in thinking and learning culture innovation background for students. It aims to increase the role culture innovation approach of teaching and learning pattern, (Barak, & Yuan, 2021, p. 100766).

Lastly, the contribution of social approach in teaching and learning among the respondents shows to promote exchange of ideas in teaching and learning for better communication and feedback for students as the centers of learning. It promotes and indicates professional teaching and learning development opportunities. It motivates teachers to share knowledge as a challenging process since they belong to the noblest profession among all, (Mallillin, 2021). However, it examines teachers' behavior in educational resources prediction and integration model. It shares social and climate teachers' behavior on cultural approach in teaching and learning, (Wang, Tigelaar, & Admiraal, 2021, p. 104055). Besides, it increases team-building initiative and collaboration of teaching and learning building closer relationships among individuals. It provided building knowledge and teaching inherently engaged in collaborative teaching activities to foster high performing metacognitive instructional and analytical implication strategy for teachers and practices, (Ouyang, et al., 2021, pp. 103479). Subsequently, it highlights ideas of individual people based on real world experience and observation of learning continual process. It signifies classic conditioning behaviors in the cognitive process of social context and cognitive process of teaching and learning. It focuses on facilitation of teaching and learning practical implication to educational context. It emphasizes the cognitive process of social approach in teaching and learning in a broader environment, (Mavilidi, et al., 2021, pp. 183-203). Further, it promotes experience and sharing of knowledge culture for people to stay connected in teaching and learning. It motivates and improves social interaction in teaching and learning model behavior in social settings among individuals. It develops social observation in teaching and learning as part of development theory in global approach to teaching and learning, (Jailani, Dewantara, & Rahmani, 2021, pp. 1-18).

Conclusion

Contribution of natural approach in teaching and learning among the respondents shows that classroom tasks or activities are focused on content leading acquisition of teaching and learning where the focus is on students' comprehension level as the centers of learning behavior. This includes the focused capacity and knowledge of students' expression and communication interferences.

Contribution of political approach to teaching and learning among the respondents shows to explore theory and political philosophy in educational teaching and learning leadership understanding influenced practice and analysis where the approach of teaching and learning stresses normative political values to educate students as the centers of learning. This includes addressing political approaches in teaching and learning political nature and issues in educational organization democracy and globalization.

Leovigildo Lito D. Mallillin , Global Approach in Teaching and Learning Theory

Contribution of physical approach in teaching and learning among the respondents shows to organize teaching delivery for students best knowledge and understanding manner where methods and techniques in teaching connect action in command for effective classroom management. This includes focused attention of the learners confined with various activities classroom teaching settings such as motion, kinetics, audio, and visual space of resources.

Contribution of economic approach in teaching and learning among the respondents shows to classify economic approach to teaching and learning for fundamental process of economic system and mechanism where it focuses on economic education in teaching and learning content to encompass evaluation and technique of teaching in general information. This includes providing an approach in teaching and learning system demand for economic education involving utilization of industry knowledge.

Contribution of cultural approach in teaching and learning among the respondents shows to convey a message in teaching and learning as to knowledge and information, personal stories, and experience where it defines culture climate in teaching and learning needed for quality life understanding sensitivity of human beings. This includes the definition of scientific knowledge, understanding culture in teaching students as the centers of learning, and to create an epistemology of culture approach in learning for what is expected to set rules, policies, and guidelines in teaching.

Contribution of social approach in teaching and learning among the respondents shows to promote exchange of ideas in teaching and learning for better communication and feedback for students as the centers of learning where it increases team-building initiative and collaboration of teaching and learning building closer relationships among individuals. This includes highlights ideas of individual people based on real world experience and observation of learning continual process, and to signify classic conditioning behaviors cognitive process of social context and cognitive process of teaching and learning.

Conflict of Interest Statement

The author declares no conflict of interest.

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