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A Study to Examine Gender-Based Differences in Global Citizenship Awareness among Prospective Teachers

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Abstract

This study aims to determine the level of understanding that prospective teachers at public sector universities and colleges had regarding global citizenship education during their final semester. This study used a quantitative approach with a descriptive research design. The study population included 2,004 prospective teachers from public universities and colleges in Rawalpindi and Islamabad, Pakistan. A sample of the study was based on 203 male and female prospective teachers. Using an adapted instrument based on global citizenship, rights, social justice, global links conflicts, and culture, researchers investigated global citizenship education on gender and age. Data were analyzed using, t-test, and mean with the help of SPSS. The results show that there was no significant difference in perspective teachers' awareness of global citizenship, rights, social justice global conflicts, links, and culture based on gender. Adding this topic to the curriculum could enhance their understanding and improve the quality of education.

Keywords: Awareness, Education, Gender Based, Global Citizenship, Prospective Teachers, Sustainable Development

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Title

A Study to Examine Gender-Based Differences in Global Citizenship Awareness among Prospective Teachers

Abstract

This study aims to determine the level of understanding that prospective teachers at public sector universities and colleges had regarding global citizenship education during their final semester. This study used a quantitative approach with a descriptive research design. The study population included 2,004 prospective teachers from public universities and colleges in Rawalpindi and Islamabad, Pakistan. A sample of the study was based on 203 male and female prospective teachers. Using an adapted instrument based on global citizenship, rights, social justice, global links conflicts, and culture, researchers investigated global citizenship education on gender and age. Data were analyzed using, t-test, and mean with the help of SPSS. The results show that there was no significant difference in perspective teachers' awareness of global citizenship, rights, social justice global conflicts, links, and culture based on gender. Adding this topic to the curriculum could enhance their understanding and improve the quality of education.

Keywords: [Awareness](#), [Education](#), [Gender Based](#), [Global Citizenship](#), [Prospective Teachers](#), [Sustainable Development](#)

Introduction

The main goal of global citizenship education is to prepare students to take on active and productive roles in the cutthroat global economy. To positively impact both their immediate surroundings and the larger world, a global citizen can act locally and think globally. In addition to their individual efforts, this education aims to cultivate in students

a concern for the sustainability of the planet at large. Wilby, Black, and Paravattil

(2022) argue that global citizenship education is essential for preparing future teachers and college students because of the rise in inequality and the value of cultural variety. Global citizenship can resolve issues related to human rights, social justice, power dynamics, discrimination,

tolerance, and sustainable development. Education institutions that want to "internationalize" their campuses do so by putting a strong emphasis on global citizenship. This emphasizes how important it is to teach students about global citizenship.

According to Oxfam (2024), global citizenship involves empowering young people to acquire the knowledge, skills, and values necessary to interact with the world effectively. This is founded on the belief that every person can have a positive influence. Global civic education is a comprehensive framework for learning that extends outside the classroom, as opposed to being a single subject.

Global citizenship education is an educational method that seeks to develop knowledge, skills, values, attitudes, and understanding of global issues. It aims to promote social responsibility and active participation at the local level while also contributing to global agendas for promoting tolerance, equity, social justice, intercultural understanding, a culture of peace, and peace everywhere in the world, as well as reducing violations, human rights, inequality, and poverty in order to develop a peaceful society (Karats, 2021).

According to Lissah (2023), global citizenship, which emphasizes the interdependence of all people, includes a person's sense of commitment to and belonging to the global community. It can focus on obligations or emphasize how individual actions affect the greater global society. In order to address problems like social fairness, environmental sustainability, globalization, and cultural diversity, global citizenship is crucial in today's interconnected world. Global citizens have a responsibility to respect other people's rights and cultures, advance social justice and equality, and take an active role in environmental protection and sustainability projects.

Fozdar and Martin (2020) contend that in order for the current educational system to function, particularly in developing nations, learners must be assisted and encouraged to acquire knowledge, attitudes, and behaviors such as critical self-awareness, social justice, sophisticated values and identities, active citizenship, and responsible behavior both locally and globally, such as a global citizen.

Kester (2021) states that promoting social justice, human rights, and peace for all people worldwide is the primary goal of global citizenship education. Respect for all points of view is necessary to foster a culture of peace, settle disputes between various groups of people, and advance sustainable development and world peace among diverse civilizations.

Bouran (2021) claims that the word "global citizenship" can be regarded as a "global skill" because it promotes the acquisition of diverse skills in learners, including global social justice and responsibilities. Instead of focusing on market employment, it builds global skills that will prepare students for life's challenges brought on by globalization. To create a more sustainable and peaceful world where learners are required to receive global citizenship education in order to make the idea of global social justice possible.

Through the Global Education First Initiative (GEFI), the UN Secretary-General formally recognized global citizenship education as a priority in 2012. Riasat and Farooq (2020) underlined the importance of this initiative. The GEFI recognized global citizenship education as the third most important goal. Teaching people according to the principles of global citizenship accomplishes a number of goals, including empowering them to understand their diverse identities within society, promoting equality, and encouraging active participation in local communities.

According to the World Research Organization in the middle of the 20th century, global citizenship is an essential requirement for Earth's sustainability. An idea known as "global citizenship" calls on every person to make a contribution. Living on this planet as a citizen is a contribution in that sense as a global citizen (Teewno, 2021).

It is essential because SDG 4.7 links global citizenship to ensuring that by 2030, all learners acquire the knowledge and skills essential for sustainable development. This entails encouraging sustainable lifestyles and education for all people, upholding human rights, attaining gender parity, cultivating a culture of nonviolence and peace, advancing global citizenship, and increasing public awareness of the value of intercultural understanding for sustainable development.

Literature Review

According to Van Rompay-Bartels, Watkins, & Geessink, (2023), as the world faces significant and complicated challenges that cut across national boundaries, global citizenship helps to facilitate the shift to a sustainable society. In today's higher education, where the goal is to equip students to face both current and future issues, global citizenship is a critical response.

Van Rompay-Bartels, et al. (2023) further describe the reduction of environmental impact (due to fewer travels),

enhanced partnerships (due to a better understanding of cultural differences that may make cross-border collaboration challenging), quality education (due to improved educational design and approach), equality, and diversity (due to improved access and lower cost for education that develops global citizenship competencies) are some of the positive societal impacts of global citizenship.

UNDP. (2022) described that Goal 4 of the 2030 Agenda's Sustainable Development Goals (SDGs) includes global citizenship. Make sure that everyone has access to high-quality, inclusive education, and encourage lifelong learning opportunities.

Many of the significant and unsolvable problems that humanity faces are international in nature. These include, among many other things, human rights, poverty, inequality, and climate change. Solutions to global or international issues must also cross national boundaries. Support for the idea of global citizenship has grown, especially in the higher education sectors, as a perspective helpful in handling these kinds of global problems (Van Rompay-Bartels, et al. 2023).

According to Science Guide (2023), in the present situation of the world, it has been proposed that learners might not be conscious of or comprehend global citizenship education. To know that actions individually and collectively affect societal and environmental challenges around the world.

According to van Melle & Ferreira (2023), sending students abroad is not enough for them to foster global citizenship in them. It is simple to think that having lived abroad equals having an international perspective. This is not the case, according to a number of recent studies (e.g., research demonstrates that practice and involvement based on well-designed experiences assist in growing intercultural competence).

(Khoo & Jørgensen, 2021) Claim that as scholar-activists and practitioners, they have increased their impact in formal and informal learning settings across the global South. With an emphasis on environmental sustainability and social justice, they have implemented innovative social learning initiatives. The Global Citizenship Education (GCE) project emphasizes connections between critical pedagogies, public policy, and citizenship in a variety of local, national, international, and global contexts.

In order to foster global citizenship and enhance students' intercultural competency for a sustainable future,

the course must actively include students in worthwhile, pertinent, and well-planned international learning opportunities. These supervisors and teachers are expected to have good societal effects. Encouraging active student interaction is therefore a crucial component Van Rompay-Bartels, et al. (2023).

Jahanbegloo (2020) proposed that universities educate students about global citizenship, including civil rights issues, and establish cross-national associations for each nation to ensure the society's long-term development and pace. Every educational system wants its students to be responsible citizens who contribute to national development and are prepared for the difficulties of their lives, countries, and the world as a whole. Global citizenship, for example, is vital for students' empowerment as responsible, innovative, and critical citizens. Because students spend the majority of their time in their respective educational systems, education systems are responsible for instilling intercultural open-mindedness and an understanding of cultural differences, such as across political borders, cultures, and religions, as well as developing ethical global values.

According to Cnaan and Scott (2020), volunteering and participation in a range of civic activities enhance one's capacity to live, work, and interact worldwide, as well as aid in the formation of a distinct identity as a global citizen. In addition to giving students the tools to deal with the complexity of a world that is changing quickly, education for global citizenship also gives them the opportunity to experience real-world living in a world that is interdependent and swiftly changing. This descriptive study thus focuses on the awareness of global citizenship education among prospective teachers.

Mohan, Ramachandran, and Kumar, (2021) emphasized that global citizenship aims to empower every individual to understand their own identity and position in a system of various associations, such as friends and family members in their local, national, and global communities, which serves as the foundation for awareness of global citizenship elements. Everyone must understand the global, national, and local government systems, as well as each citizen's rights, obligations, and responsibilities. Respecting cultural differences and multiple identities allows us to live happily with empathy and compassion for others.

According to Viola (2021), the cornerstone of a university education should be curricula and international policies that seek to foster in students a feeling of global

citizenship. Many scholars argue that global citizenship involves not only understanding global issues but also engaging civically and being aware of the social responsibilities of these issues. It includes addressing both local and global challenges, with a focus on improving global strategies. A global citizen is someone who prepares for and contributes to global development.

According to (Guimarães & Finardi, 2021), global citizenship education is a style of education that enables learners of all ages to participate at all levels, including locally and worldwide, in order to create societies more peaceful, tolerant, inclusive, stable, and secure for humanity's well-being.

Inguaggiato & Tarozzi (2019). Yemini and Goren (2017) To address these problems and difficulties, global citizenship education focuses on developing knowledge skills, values, and character that are necessary for promoting tolerance, equity, and peace everywhere. These feelings of global citizenship are concerned with the interrelationships of diplomacy, economics, society, and culture. Furthermore, these feelings facilitate connections at the regional, national, and worldwide levels.

Global citizenship education encompasses human rights, peace education, social justice, an appreciation of cultural variety, and future education, according to Peterson (2020). In addition to emphasizing all of these elements, global citizenship education also covers other topics like education for sustainable development and awareness of global trends like migration, technological advancement, food insecurity and security, pandemics, political systems, globalized business networks, and international trade. As a result, learners should be aware of the world around them and actively engage in global communities.

(Khoo & Jørgensen, 2021) Asserted that as scholars, activists, and practitioners, they have expanded formal and informal learning in the South Globe. They implemented special imaginary social learning, such as environmental development and social justice, because Global Citizens identified a strong link between critical pedagogies, public policy, and citizenship at local, national, international, or global levels, as well as their respective cultures. They struggled to implement education outside the classroom in society and established an effective learning network.

In order to instill the value of global citizenship in prospective teachers, Karataş (2021) suggests including a course on "global citizenship" in teacher education programs.

This includes the concepts of social justice, rights, critical and reflective thinking, intercultural communication skills, empathy and collaboration with others, sustainable development, participation, and cultural integration. As a result, teachers can provide equal opportunities for learning in the classroom, creating a culturally sensitive environment and engaging pupils in many aspects of global citizenship.

The best method to incorporate global citizenship into the curriculum for the students would depend on how their ideas and awareness of it would influence their style of thinking and help to define the kind of citizens they are. Additionally, it would display the establishment or group where they receive their teaching training. Nonetheless, the majority of instructors in the twenty-first century are either ignorant of or lack sufficient training in global citizenship. Furthermore, their pedagogies are ineffective for pupils in the absence of global citizenship. In order to create socially responsible citizens who can contribute to society and foster humanistic conduct and a happy community, teachers are expected to employ a variety of instructional methods, strategies, and approaches (Bruce et al., 2019).

It requires teachers to employ a variety of instructional strategies, tactics, and procedures to help students become socially conscious and humanistic in their behavior, hence fostering a pleasant community (Ghosn-Chelala, 2020).

According to Bosio (2019), higher education institutions must implement values-based curricula to support global citizenship education, which includes teaching students about understanding, accepting responsibility, and their duty to act as good global citizens. In order to effect change, it is imperative that local communities foster global citizenship, respect for cultural variety, peaceful coexistence, civic involvement, and a higher education level of global understanding. Students must acquire knowledge and apply it. They must be able to apply what they have learned to real-world applications.

(Kadiwal & Durrani, 2018) claimed, however, that global citizenship education must be included in the learning process of learners because global citizenship education is responsive to current changes in the perception of citizenship and their practices as well. Global citizens find out global challenges like social, political, environmental, and economic aspects. Therefore, global citizenship education plays an important role in achieving sustainable development.

Teachers are the main figures for promoting global citizenship, but the quality of teachers is essential for

promoting global citizenship that can be achieved through a quality education system. Prospective teachers are the future teachers to get global citizenship education (UNESCO, 2018, p. 5).

Global citizenship may help with peace-related issues. Human kindness is a necessary development for any community. As they feel responsible for creating a peaceful generation or student body, especially future educators who will treat others fairly, learners and teachers have crucial roles to play in teaching other students about peace. In the US, numerous educational institutions have adopted a global citizenship curriculum. The social studies curriculum primarily incorporates it for the purpose of promoting global and societal peace (Aydin et al., 2019).

Kathrine & Abdeljalil (2020) In order to support the 2030 SDGs 4.7 aims, global citizenship education has recently taken center stage in national and international education systems and policies. Incorporating a global civic education system at the local, national, and international levels is the goal, with a focus on the teaching and learning process.

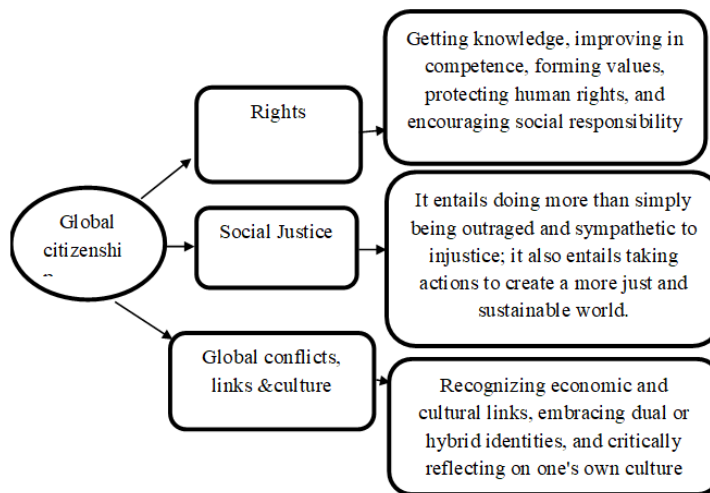
Foundations of Global Citizenship

As a key component of globalization, the researcher discusses three important characteristics of the engaged global citizen in Fig. 1 (Davies, 2006). The following details are given:

- Concern over privileges.
- Concern for social justice.
- Concern for cultural conflicts, global connections, and links.

Figure 1

The foundation of global citizenship.



(Source: Davies, 2006, Global Citizenship: The Requirements of Teachers and Learners)

Rights

Understanding one's rights is essential to becoming an engaged citizen. The concept of rights, which came from Griffiths, is predicated on people being aware of their rights and taking appropriate action (Chotikapanich, Griffiths, Rao, & Valencia, 2009). According to Griffiths, having knowledge, support, and beliefs grounded in human rights and social responsibility for global active citizens.

Social Justice

According to Davies (2006), global citizenship encompasses three fundamental characteristics of active citizenship. Davies further advocated for active citizens to be aware of human rights, and social justice to entertain them and take action to create a more just, peaceful, and tolerant world. Davies proposed that global citizenship entails more than just being aware of international issues.

Global Conflicts, Links, and Culture

According to Davies, the globalized society has resulted in people having dual and hybrid identities. According to him, GCE involves thinking about one's own culture while also learning about the cultures and beliefs of others. The Australian Curriculum Assessment and Reporting Authority (2019) developed a curriculum for active and informed citizens (Reynolds, et al...2019). The Second UNESCO Forum on Global Citizenship, held in Paris (France) in 2015, focused on promoting peaceful and sustainable societies. The Forum aimed to promote education that encompasses both cognitive and emotional skills (UNESCO, 2015). The goal is to equip young people of all ages with skills and knowledge that promote human rights, social equity, diversity, gender equality, and natural sustainability. It aims to prepare pupils to be responsible global citizens. Global citizenship education empowers students to understand their rights and responsibilities towards creating a better world and future for all (Akkari & Maleq, 2019).

Research Objectives

1. To examine the awareness of global citizenship of prospective teachers.
2. To compare the awareness of global citizenship of prospective teachers on gender base.
3. To compare the awareness of global citizenship of prospective teachers with reference to right on gender base.
4. To compare the awareness of global citizenship with reference to social justice at gender base.
5. To compare the awareness of global citizenship of prospective teachers with reference to Global conflicts, links, and culture at gender base.

Research Questions

1. What is the awareness level of Prospective teachers about global citizenship education?
2. What is the awareness of global citizenship of prospective teachers on gender base?
3. What is the awareness of global citizenship of prospective teachers on a gender base with reference to rights?
4. What is the awareness of global citizenship of prospective teachers on a gender base with reference to social justice?

5. What is the awareness of global citizenship of prospective teachers with reference to Global conflicts, links, and culture at gender base?

Research Hypotheses

1. There is no significant difference in the awareness of global citizenship of prospective teachers on the basis of gender.
2. There is no significant difference in the awareness of global citizenship education of prospective teachers with reference to rights on the basis of gender.
3. There is no significant difference in the awareness of global citizenship education of prospective teachers with reference to social justice on the basis of gender.
4. There is no significant difference in the awareness of global citizenship education of prospective teachers with reference of reference to global conflicts, links, and culture at gender base.

Methodology

Since the main objective of the study was to investigate prospective teachers' understanding of global citizenship education based on their gender, the aim of the study was to determine the understanding of prospective instructors at Pakistan's public sector institutions and universities in Islamabad and Rawalpindi. The study applied a descriptive survey research approach.

Population

The research population includes prospective teachers from public sector colleges and universities in Rawalpindi and Islamabad, Pakistan. As a result, the study included all prospective teachers from Pakistan's public sector universities and colleges in Islamabad and Rawalpindi.

Sampling

The sample is based on 203 prospective teachers in the "public sector colleges and universities of Pakistan. It was not feasible to collect data from each semester of a bachelor's degree. As a result, the purposive sampling method was used for data collection.

Instrumentation

The researcher used a standardized questionnaire on global citizenship developed by Saddiqa (2020) in the present study.

Based on four components of these closed-ended items: social justice, rights, global citizenship education, and global conflicts, links and conflicts, and culture. There were 42 statements total: 18 on global citizenship, 8 on rights, 8 on social justice, and 8 on global connections, global conflicts, and culture. It uses a closed-ended, five-point Likert scale as its foundation strongly disagree = 1, agree = 4, neutral = 3, and strongly agree = 5.

Validity

To ensure the questionnaire's validity, the researcher requested advice from subject matter experts. The researcher corrected a few grammatical errors suggested and highlighted by the experts.

Pilot Study

The researcher conducted a small-scale quantitative survey through a questionnaire and carried out a pilot test to ensure content reliability. The researcher distributed 100 questionnaires and received 87 in return.

Reliability

All of the items indicated excellent reliability, with a score of .911 on the scale indicating that the instrument was overall extremely reliable. After the pilot study, the questionnaire

was considered to be appropriate for the study's objective. The four sections' reliability scores were as follows: global citizenship (.801), rights (.734), social justice (.716), and global culture (.795).

Data collection

The researcher used a questionnaire to collect data. A quantitative survey approach was used to collect data from prospective teachers. The researcher focused on a specific population relevant to the research topic, using a questionnaire with closed-ended questions to collect primary data from prospective teachers at colleges and universities in Rawalpindi and Islamabad.

Data Analysis

The data was analyzed with the help of the Software Statistical Package for Social Science (SPSS). The collected data were analyzed with the help of descriptive statistics such as mean and independent t-tests.

Results

Objective 1: To examine the awareness of global citizenship of prospective teachers.

1. What is the awareness level of Prospective teachers about global citizenship education?

Objective 2: To compare the awareness of global citizenship of prospective teachers on gender base.

H₀₁: There is no significant difference in the awareness of global citizenship of prospective teachers on the basis of gender.

Table 1

The awareness of global citizenship of prospective teachers (n=203)

S.N	Variable	Mean	Remarks
1	Prospective teachers' awareness of global citizenship.	3.40	Neutral

The above table No.1 shows an average score for global citizenship awareness, representing 3.40, indicating that prospective teachers were neutral on global citizenship. It suggests that prospective teachers' global citizenship knowledge is neutral with regard to the concept of global citizenship, and they have a low awareness of it.

Table 2

difference in the awareness of global citizenship of prospective teachers on the basis of gender.

S.N	Variable	Groups	N	Mean	T value	Df	Sig
1	Global citizenship	Male	42	149.95	1.602	201	.111
2		Female	161	141.22			

The comparison of prospective teachers' awareness of global citizenship education with regard to gender is presented in Table 2. The difference in mean scores between male and female prospective teachers regarding global citizenship education was compared using an independent t-test. It displayed a comparison of prospective teachers' awareness based on gender. According to this table, the mean score for male prospective teachers is 149.95, while the mean score for prospective female teachers is 141.22. Since additionally the significant value (p) .111 and the t value (1.602) are greater than the significance level (0.05), the null hypothesis cannot be rejected. This suggests that male and female prospective

teachers are equally knowledgeable about global citizenship education. As a result, the null hypothesis failed to reject. There is no significant difference in male and female prospective teachers' awareness of global citizenship education at the .111 confidence level.

Objective 3. To compare the awareness of global citizenship of prospective teachers with reference to right on gender base.

H₀2: There is no significant difference in the awareness of global citizenship education of prospective teachers with reference to rights on the basis of gender.

Table 3

the difference in the awareness of global citizenship education of prospective teachers with reference to rights on the basis of gender

S.N	Variable	Groups	N	t value	Mean	Df	Sig
1	Rights	Male	42	1.169	28.7619	201	.244
2		Female	161				

Table 3, reveals that the mean score value for male prospective teachers is 28.7619, while the mean score value for female prospective teachers is 27.4472. The t value (1.169) and significant value (p) are (.244), which are greater than the (0.05) level of significance; hence, the null hypothesis is not rejected. This reveals that male and female prospective teachers have equal awareness of global citizenship education in terms of rights. As a result, the null hypothesis fails to be rejected at the 244 confidence level, implying that there is no

significant difference in male and female prospective teachers' awareness of global citizenship education with a rights focus.

Objective 4. To compare the awareness of global citizenship with reference to social justice at gender base.

H₀3: There is no significant difference in the awareness of global citizenship education of prospective teachers with reference to social justice on the basis of gender.

Table 4

Comparison of awareness of global citizenship with reference to social justice at gender base.

S.N	Variable	Groups	N	t value	Mean	Df	Sig
1	Social justice	Male	42	1.661	28.6429	201	.098
2		Female	161				

The mean score value for male prospective teachers is 28.6429, while the mean score value for female prospective teachers is 26.7578, according to Table 4. The null hypothesis cannot be rejected since both the t value (1.661) and the significant value (p) exceed the significance level (0.05). This shows that male and female prospective teachers are equally aware of global citizenship education in terms of social justice. The result is that there is no noticeable difference in

male and female prospective teachers' awareness of global citizenship education in terms of social justice, implying that the null hypothesis fails to reject at the 098 confidence level.

Objective 5. To compare the awareness of global citizenship of prospective teachers with reference to global conflicts, links, and culture at gender base.

H₀4: There is no significant difference in the awareness of global citizenship education of prospective teachers with reference of reference to global conflicts, links, and culture at gender base.

Table 5

Comparison of the awareness of global citizenship of prospective teachers with reference to global conflicts, links, and culture.

S.N	Variable	Groups	N	t value	Mean	Df	Sig
1	Global conflicts, links, and culture.	Male	42	1.688	30.1429	201	.093
2		Female	161		28.0559		

Table 5. Shows that male prospective teachers have a mean score of 30.1429, whereas female prospective teachers have a mean score of 28.0559. The null hypothesis is accepted since the t value (1.688) and the significant value (p) above the 0.05 level of significance (.093). Global citizenship education, in terms of global conflicts, links, and culture, shows that male and female prospective teachers are equally aware of global citizenship education. As a result, the null hypothesis is not successfully rejected at the 093 confidence level, implying that there is no discernible difference in awareness of global citizenship education among male and female prospective teachers regarding global conflicts and cultural links.

Discussion

The current study aims to assess prospective teachers' awareness of global citizenship education. The study's findings revealed that graduating students' understanding of global citizenship education was not very positive. Prospective teachers in Pakistan have little understanding of global citizenship education, as it is a new concept. As a result, the current study discovered a lack of opinion among prospective teachers about global citizenship. As a result, the current study found that prospective teachers were neutral about global citizenship. Regarding gender, there was not a significant difference in the prospective teachers' awareness of global citizenship education. Likewise, there was no significant difference with regard to rights, social justice, global conflicts, and cultural links.

According to Saperstein (2020), global citizens have a requirement for teacher education and professional development programs, as well as pre-service and in-service training for educators teaching courses connected to global studies. The results of this study show that competent educators of courses linked to global citizenship and studies maintain objectivity, are adaptable, give students choices,

make use of technology, encourage critical thinking, and promote hands-on learning. This study also emphasizes the need for additional investigation into teacher preparation programs in global studies at US higher education institutions and other organizations. Even if there are graduate and undergraduate programs, there isn't enough research on their advantages and potential improvements.

The current study is also similar to the findings of Bano and Hina (2021), who supported the main objective of investigating "Global Citizenship Education and Sustainable Development in the Curriculum of Pre-Service Teachers." The emphasis on global citizenship education can be introduced as a separate subject for quality education and content in the curriculum.

Similarly, Bruce, North, and Patrick (2019) did a study on pre-service teachers' and teachers' perspectives on global citizenship, as well as its consequences. The study's findings are consistent with the study's objectives, which state that pre-service teachers are unclear about the concepts of global citizenship, social justice, privilege, and culture.

The current study's findings were consistent with prior research by Andrews and Aydin (2020), which found that pre-service teachers are uninformed about global citizenship, social justice, human rights, and cultural awareness.

According to Kim's (2019) findings, there are a variety of difficulties and hurdles that teachers confront, as well as deeply rooted views that contribute to the marginalization of global citizenship education. This revealed a lack of understanding among teachers concerning global citizenship education, which is very similar to the current study's findings.

Conclusions

It was discovered that prospective teachers had a limited

understanding of global citizenship education. They were neutral on global citizenship. There was no significant difference in prospective teachers' awareness of global citizenship education, rights, social justice, global conflicts, links, and culture in regard to gender. Prospective teachers, both male and female, should be aware of global citizenship. The study of global citizenship inspires future educators, whether male or female, to value and advance equality, inclusivity, and respect for all identities and cultures. This makes all learners feel appreciated and celebrates variety in the classroom. Prospective teachers gain the ability to think critically about the world around them by learning about global concerns like social justice, human rights, and global conflicts, links, and culture. Global citizenship highlights the value of having compassion and understanding for others, regardless of regional or cultural differences, global citizenship emphasizes the importance of understanding and compassion for others.

Recommendations

1. It is recommended that activities about global citizenship education, such as interactive teaching methods and activity-based teaching, be used to

increase prospective teachers' awareness of global citizenship education.

2. Global citizenship education can be included in teacher training for current and prospective teachers, as well as National Professional Standards and Accreditation Programs.
3. Policymakers may incorporate global citizenship education, social justice, skills, attitudes/values human rights, global conflicts, links, and culture into the curriculum. To avoid gender bias, learners should participate in academic or co-curricular activities such as peer or cross-phase learning.
4. To accomplish the SDG's fourth goal for quality education, universities, and other institutions can provide separate courses, degrees, or short courses on global citizenship education for both males and females.
5. Prospective teachers should engage in community service focused on social justice, and economic, social, and environmental issues through fieldwork and projects, helping them cultivate a sense of responsibility for creating positive change in their community and beyond.

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