



Teacher Trainees' Competency Needs for Global Citizenship Education

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Abstract

This study investigated teacher trainees' competency needs in implementing global citizenship education. Two specific purposes and the corresponding research questions guided the study. The study's design was a descriptive survey design. The sample size for the study was 100 teacher trainees. Data was collected through the Global Citizenship Questionnaire (GCQ) developed by the researchers and face-validated by experts. A reliability index of 0.79 was established using Cronbach-alpha. Data collected was analyzed using mean and standard deviation. The findings showed that teacher-trainees have a competency need in knowledge, skills, values, and attitudes in global citizenship education and that teacher-trainees are not often exposed to pedagogical experiences that enhance their understanding of the global citizenship education contexts. Consequently, it was recommended among others that there is a need for stakeholders in teacher education programs to foster teacher trainees' interest in global citizenship through transformative pedagogical strategies.

Keywords: Competency need, Global citizenship, Education, Pedagogy, Teacher-trainee,

Introduction

In an increasingly globalized world diversity, inequality, racism, and language barriers among others are imminent. Thus, heightening the propensity of socioeconomic and political problems between the migrants and the receiving countries. Globally, young people constitute the major migrants for various reasons which includes education, opportunities for employment, or in a bid to seek for improved life; escape violence, and conflict, and also for environmental related issues (United Nations, 2016), suggesting the need for inculcating right-type knowledge, values, and skills for social integration among global citizens.

Global citizenship (GC) has been widely conceptualized with contesting views, having been perceived as ambiguous (Linyuan, 2014, Tarozzi & Mallon, 2019). However, its proponents have attempted to x-ray its conceptual connotation. UNESCO (2013) defined it as being part of a global entity, sharing similar values, and having communal duty globally. Furthermore, it is aimed at empowering learners capable of engaging in local and global activities in a

bid to proffer lifelong solutions to global challenges, thereby becoming proactive in contributing to a sustainable world. Thus, global citizenship entails living in a global community, which involves recognizing interrelationships that exist among the people (Nyakeh, 2023), and that which enables principles of global accountability local and global actions (Linyuan, 2014).

In the context of the above-proffered definitions of global citizenship, reference is made to responsible global living among the existing entities in the global world, projecting situations that would warrant such living. Global citizenship is thus perceived in this paper to mean the awareness of accepting and tolerating the cultural differences of diverse entities or components while maintaining a peaceful harmony to achieve an integrated whole. The increasing emphasis on global citizenship led to Global Citizenship Education (GCE).

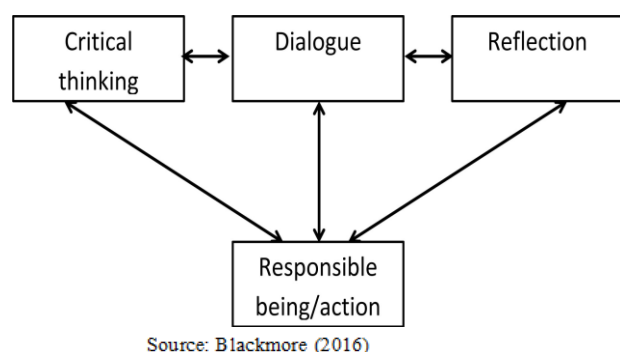
Global Citizenship Education (GCE) enables learners' understanding of the world and how global problems can be addressed (UNESCO, 2024). It is

perceived as a response to socioeconomic, and political changes that connect countries (Gaudelli, 2016) which requires learning experiences that enhance understanding of varying entities (Echcharfy, 2022 & Johnson et al., 2011). Consequently, incorporating learning experiences that can provoke critical thinking, problem-solving, and value-oriented individuals to fit into the global community is important.

While there has been a considerable debate on the meaning of global citizenship and the expectation of the teachers, significant literature affirmed that teachers should be; knowledgeable of the diverse world; possess pedagogical skills; have intercultural competency, and adapt to social and cultural norms within the classrooms (UNESCO, 2013). This demands teachers' pedagogical effectiveness and efficiency in addressing issues of globalization, racism, diversity, and social justice, (Guo, 2013, & Kelsey, 2018).

Owing to the growing argument on the patterns of citizenship education, studies have found that the inculcation of citizenship virtues runs across disciplines (Alvero, 2023 & Duarte, 2021). This suggests that all learners can acquire global citizenship education through their content. However, teacher's competency is crucial in its actualization (UNESCO, 2018) due to their influence on learning habit (Morah, et al, 2023). Thus, scholars have developed frameworks for global citizenship education. Driving from the works of other scholars, Blackmore (2016) proposed a pedagogical framework that includes: reflective actions, thinking critically, dialoging, and engaging in responsible acts.

Figure1: Frameworks for global citizenship education



This framework showcases the outcome of global citizenship education through the process. The framework points to the interconnectedness between critical thinking, dialogue, and reflection, all showing

their link to a responsible being/action. In an earlier study (Linyuan, 2014) noted that global citizenship education is intended to positively change, involving pedagogical practices that encourage: activities geared towards issue-based inquiries and analysis, and diverse/varying experiences among others. Similarly, Oxfam (2015), categorized the global citizenship framework into three viz; knowing and understanding global issues, acquisition skills for global living, and imbibing values and attitudes fit for global living (Oxfam,2015). Knowledge and understanding revolve around the following themes; Social justice; identity and diversity; global and interdependence; sustainable development, peace and conflict, human rights, and power and governance. Under the skills, they include; critical thinking, empathy, self-awareness and reflections, communication, cooperation and conflict resolution, ability to manage complexity and uncertainty, and informed and reflective action. Values and attitudes include; Sense of identity and self-esteem, commitment to social justice and equity, respect for people and human rights, value diversity, concern for the environment, commitment to participation and inclusion, belief that people can bring change.

The categorization of the competencies into three broad areas emphasizes the need for teacher development in those areas to be fit for global citizenship (Evan;2020) and empower learners to act globally through their problem-solving skills as well as their ability to make informed decisions (Oxfam, 2015). Consequently, competent teachers are required in this context. These frameworks are similar and have meeting points. However, this study anchored on the Oxfam (2015) framework for global citizenship as it encompasses the specific areas of competency needed for teacher trainees. Despite the crucial role of teachers, teacher trainees are not adequately equipped with needed skills for global relevance, thereby lacking knowledge of how to develop teacher trainees for global citizenship across teacher education programs (Shultz, Abdi & Richardson, 2011; UNESCO, 2013) including Nigeria.

Although, global citizenship initiatives is rarely emphasized on in teacher education in Nigeria, (UCL Institute of Education, 2017), being a multicultural setting, education approaches that can unite the increasingly diverse cultures, aspirations, and needs are required in Nigeria. It implies that teachers need to be competent to address diverse issues through learning practices that can stimulate learners interest (Brunell, 2013), enhance young people's commitment to

tolerance and respect for people (Barrett, 2018), and instill positive behaviours in the learner (Ugwonna, et. al, 2023). Furthermore, the ripple effect of migration which impacts the economy, culture, and technology among others requires that teachers be pedagogically competent for effective dissemination of lesson content (Guo, 2013).

The importance of training for global citizenship necessitated this study, in addition to the dearth of literature in this area, to establish the global citizenship education competencies needed in teacher-training programs for a multicultural setting such as Nigeria. The following questions were posed to guide the study;

1. What are the teacher-trainees knowledge, skills, and values/attitudes competency needs for global citizenship education?
2. What teaching strategies are adopted in preparing teacher-trainees for global citizenship education?

Methodology

Descriptive survey design was considered appropriate for this study. With a population of 300 students from the department of Social Science Education, University of Nigeria Nsukka, a sample size of 100 teacher-trainees was determined using Taro Yamane's formula. Data for the study was collected through a structured questionnaire developed by the researchers entitled "Global Citizenship Questionnaire" (GCQ). The questionnaire items were adopted from Oxfam's (2015) education for global citizenship framework, The instrument has 21 items with response options of possessed and needed. Possessed has the rating options of very highly possessed, highly possessed, moderately possessed, and not possessed. For needed, the options included very highly needed, highly needed, moderately needed, and not needed. The response options were 4,3,2,1 respectively. The GCQ was subjected to face validation by seeking for experts' suggestions on the instrument to ensure clarity of purpose. The reliability of the GCQ was measured using Cronbach-alpha, and the result generated an index of 0.79. Mean and standard deviation were used to answer the research questions. The benchmark for acceptance or rejection was 2.50.

Results

The results of this study are presented in tables in line with the research questions.

Table 1: Mean and standard deviation of teacher-trainees' knowledge, skills, and values/attitudes competency needs for global citizenship education

S/N	Items	Mean	Standard Deviation	Decision
Knowledge /understanding				
1.	Social justice	3.01	1.00	N
2.	Identity	2.06	.686	P
3.	Globalization	2.98	1.14	N
4.	Sustainable development	1.52	1.21	P
5.	Peace and Conflict	2.25	0.62	P
6.	Human rights	2.36	1.11	P
7.	Power and governance	1.97	0.96	p
Skills				
8	Critical thinking	3.30	1.26	N
9	Empathy	3.25	.745	N
10	Self-awareness	2.06	.686	P
11	Communication	3.21	.848	N
12	Cooperation	3.17	1.67	N
13	Ability to manage complexity and uncertainty	2.90	1.44	N
14	Informed action	2.22	.881	N

Values and attitudes				
15	Sense of identity	3.12	1.51	N
16	Commitment to social justice	2.87	0.77	N
17	Respect for people	2.25	0.62	P
18	Value diversity	2.32	1.24	P
19	Concern for the environment	2.69	1.30	N
20	Commitment to participation	2.58	1.05	N
21	Belief that people can bring about change	2.98	1.14	N

Cluster mean	2.65
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P: Possessed, N: Needed

The result in Table 1 shows the competencies possessed and needed by the teacher trainees for global citizenship education. The result shows teacher trainees' knowledge competency needs, skill need, and values and attitudes need. The competency need for

knowledge is indicated in items 1, and 3 while for competency skill items 8,9,11, 12,13, and 14 are the skills needed. For values and attitudes, items 15, 16, 19, 20, and 21 are the competencies that the teacher trainees need for global citizenship.

Table 2: Mean and standard deviation of strategies adopted in preparing teacher-trainees for global citizenship education

S/N	Items	Mean	Standard Deviation	Decision
1.	Debate	1.87	0.96	Disagree
2.	Service learning	1.90	.810	Disagree
3.	Student-led class activities	2.31	0.95	Disagree
4.	Teacher-led activities	3.07	1.03	Agree
5.	Field trip	2.72	1.02	Agree
6.	Peer tutoring	1.52	1.21	Disagree
7.	Group work	2.58	1.05	Agree
8.	Flipped strategy	2.37	1.26	Disagree
Cluster mean		2.29		

The result in Table 2 shows the teaching strategies in use for teacher-trainees. The table shows the response of teacher-trainees in mean and percentage. Out of the strategies listed, the teacher trainees agreed that teacher-led activities, field trips, and group work are the strategies often adopted in their training. Other strategies on items 1, 2, 3, 6 and 8 are not often used to train the teacher trainees as perceived by the teacher trainees.

Discussion

The results of this study as regards the Knowledge /understanding of global citizenship by teacher trainees indicated that out of the seven items listed, the teacher trainees are knowledgeable of five with the exception of social justice and globalization. This is an indicative of Social Science related content

coverage of global issues. Thus, this finding could be attributed to the interwoven nature of the major components of Oxfam's global citizenship education framework with the Social Science Education contents. It is expected that the teacher trainees would be familiar with the knowledge level of the GCE context. However, their understanding of the GCE does not cover all aspects. This implies that although the learners are familiar with most of the contexts, they are grey areas that still need to be learnt. This finding is in line with the findings of Evan (2020), Ingram (2013), and Damiani (2020) who found that teachers are not provided with all the knowledge on GCE.

The findings on skills showed that out of the seven listed items, only in self-awareness do teacher trainees show positive responses. This indicates that teacher trainees do not possess skills in the other six

items. This finding may be attributed to the instructional strategies the teacher trainees are exposed to, or due to other factors such as limited time for course coverage, inadequate instructional facilities, and work overload. This finding is in conformity with that of Asiyai (2020) who noted that some factors such as inadequate infrastructure hinder teacher trainees from acquiring the needed skills. The findings of this study concerning the values and attitudes showed that teacher trainees have competency needs in values such as a sense of identity, commitment to social justice, concern for the environment, commitment to participation, and belief in people. These values are needed to exist harmoniously in a global world.

This study further revealed that teacher trainees are often exposed to a teacher-centered approach. This approach has been adjudged not adequate to train for global citizenship education. Studies such as Blackmore (2016), Tarozzi and Mallon (2019), and Desveaux & Guo (2011) share similar research findings. The trend could be attributed to a lack of requisite skills in adopting appropriate strategies that address global citizenship. Halbert (2018) noted the challenges of teachers in learning for global citizenship teaching. The findings in line with other studies (Tarozzi and Mallon, 2019) showcase the need for all-inclusive teacher education programs in terms of content, competency, and values-based techniques. Consequently, the potential teachers are not receiving the needed training for GCE, and are not likely to effectively implement curriculum contents that address global issues. This portrays a huge gap in teacher education programs. Therefore, there is a need for teacher trainees to possess the skills needed to be competent in preparing learners for global citizenship. This is particularly important considering the role of GCE in promoting actions geared towards fostering students' social and civic competencies (Damiani, 2020). These can be achieved through effective training of pre-service teachers.

Conclusion

The study concludes that teacher trainees exhibit a fair understanding of global citizenship education, although they lack competency in global citizenship skills, values, and attitudes. The lack of required skills is attributed to some factors including instructional strategies. The study also concludes that teacher trainees are not adequately exposed to instructional strategies that enhance global citizenship education learning. Consequently, the teacher trainees

need to be engaged in transformative pedagogies that can instill global skills and values for an impactful teacher education program.

Recommendations

Based on the findings of this study, the following are recommended”

1. There is a need for teacher education institutions to sensitize the teacher-trainees on global citizenship education issues for effective understanding of the contexts. This can be achieved by organizing workshops, conferences, and seminars at teacher education institutions.
2. There is a need for stakeholders in teacher trainee programs to train pre-service teachers in global education contexts through the use of transformative pedagogies such as fieldwork, service-learning, or community programs.

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