



RESEARCH PAPER

Reflection of Core Essentials of Global Citizenship with respect to Social Responsibility among teachers of Higher Learning Institutions

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ABSTRACT

The present study was initiated to analysis the social responsibility of teachers of higher education. In fact, Globalization advocates harmony in the world as well as assert social responsibility in the context of global citizenship. Globalization interconnected both people and problems and it is inevitable to separate citizenship from chauvinistic nationalism in the milieu of global citizenship which adheres to global citizenship education. Hence academia is required to play their vital role for global citizenship to make this world a worth living planet. Therefore, this study was designed to probe reflection of core essentials of global citizenship with reference to social responsibility. Confirmatory mix method approach was used, and global citizenship scale was adopted to quantify the core essentials of global citizenship. Moreover, a semi structured interview protocol was also developed for triangulation. The perception of 618 teachers at public sector universities were analyzed using descriptive statistics. The findings highlighted that institutions of higher learning reflect medium level of global citizenship. It was recommended to plan special training programs to equip teaching and learning community with knowledge, skills and healthy attitude towards core essentials of global citizenship to follow and propagate.

KEYWORDS Global Citizenship, Higher Learning Institutions, Social Responsibility

Introduction

In our social set up societies are struggling to find workable solutions for how to live and work together. Global citizenship endows a lot to education that makes it easy for people to switch to a broader view of the world. It tends to enable people to be successful and productive in the environment that is continuously changing and have predominant problems like conflicts, poverty, natural disasters, hunger, and malnutrition. At the heart of global citizenship is a sense of global justice, empathy and social responsibility. The activities of educational organizations are being questioned for due propagation of these aspects. Global citizenship does visualize the development of feeling that every individual belongs to both his or her country as well as the world. It perceives that how we are all the same and how people are socially connected to their local and global communities (Nieuwelink, 2021; AMAN, 2021; Sunthonkanokpong & Murphy, 2019).

Higher education should prepare the academic community for society's high expectations by teaching the virtues of peace and citizenship (global justice & disparities, altruism & empathy, personal responsibility & global interconnectedness). These virtues are the cornerstones of global citizenship. This dimension focuses on the involvement of educators in the development of policies that support ethical, social, and humane development, the inclusion of best GC practices in daily work activities, and cooperation with regard to environmental issues and others' well-being (Kester, 2022; Abdulhassan, 2019; Dean, 2013).

In academia, teachers are viewed as the first line of defense for reason, democracy, empathy, and peace. They should believe that their profession can change this situation on a local and global scale as they enter their classrooms every day to teach and conduct research. The values of teachers are essential to human survival. The behaviour, goals, and values of GCE and global citizens can be reinforced by teachers of institutions in terms that are practical, analytical, moral, and institutional (Sajid, Jamil & Abbas, 2022; Banks, 2009; Banks, 2004).

In this study, the researcher chose to focus on teachers because they play a crucial role in creating a new paradigm of planetary global citizenship. The majority of the educational community focuses on education policies, curricula, students, and teachers to assess progress towards the achievement of target 4.7 of Agenda for Sustainable Development - Education for citizenship.

From this premise, it should be crucial to concentrate on teachers as potential global public democratic intellectuals in action as one of the requirements to confront the dangers of our time. Additionally, teachers' beliefs and attitudes may promote equity, empathy, social cohesion, personal & social responsibility, and inclusion, which are the fundamentals of global citizenship in educational institutions (Khandelwa & Nair, 2022; Torres & Van Heertum, 2020).

Literature Review

Basic pillar of education for this digital century is learning to know, learn to do, learn to be and learning to live together to strengthen slogan of global village. This conviction is supportive for interdependence, social understanding, and mutual ventures awareness of history, norms, values and conflicts resolution. Educations For All (EFA) and Millennium Development Goals (MDGs) targets could not be achieved and expired in 2015. Now world has joined hands for Sustainable Development Goals (SGDs) having 17 goals and 169 indicators. Education is 4th in the list of SGDs and its seventh target specifically mentions education for global citizenship. As per UNESCO this is most crucial target to achieve as compare to others (Leite, 2022; Benavot & Naidoo, 2018; UNESCO, 2018).

Many academics believe that global citizenship is a complicated idea with intricate networks of knowledge, beliefs, and behaviors. Global citizenship has many different definitions, but none of them has been empirically supported. Even though there are many different opinions, most people agree that teaching people to be global citizens is an important goal for educational systems (Biccum, 2020; Black *et al.*, 2015).

The final way to categorize researchers and writers is according to how they view global citizenship, which can be either an attitude and belief or a set of behaviors and actions that reflect a belief (Bamber, 2019). The message about global citizenship remains the same despite the language barrier: both internal and external factors have an impact on a person's global citizenship. These elements interact to shape a person's worldview, which in turn affects how they view the planet and global society. According to Miller's research, altruism, empathy, and concern for others' well-being, as well as an understanding of how one's own actions affect the world as a whole, are fairly common examples of GCB. According to Brunell (2013) conscientiousness, empathy, and helpfulness are the best predictors of participation in citizenship activities. GC encourages people to assume responsibility for global issues and the people they impact.

One aspect of this sense of responsibility is the encouragement of empowerment to participate in activities that address global problems. According to the literature, practicing global citizenship calls for critical self-reflection as well as an understanding of oneself in relation to others (Nussbaum, 2017). As the world faces more and more global problems that need global solutions, people think it's important to teach global citizenship to help people feel like they belong and are responsible to a global human community.

Global citizenship has also become a focus of universities. Administrators are paying close attention to students' abilities in global education and, consequently, the development of their global citizenship (Aktas, Pitts, Richards, & Silova, 2017). Greenhill (2010) says that the goal of 21st century skills is to teach students how to master academic content by teaching them how to work together, communicate, think critically, and use technology. The promotion of global justice and disparities, empathy and altruism, as well as personal and social responsibility among students, teachers, and community members are encouraged by educational institutions to provide them as they are closely linked to the many positive and negative behaviors that predominate in any society.

In order to help students to develop a sense of belonging, humanity and prepare them to become responsible and active global citizens in constructing inclusive and peaceful societies, UNESCO's discourse on GCED places a strong emphasis on need to foster respect and solidarity among students. The necessity of preparing teachers to meet a variety of learning needs is emphasized in policy documents from the OCDE or World Bank as well as ongoing recommendations from UNESCO (Nations, 2015; United Nations Educational and Organization, 2014).

Unfortunately, the majority of Pakistan's institutions and organizations were created solely to meet the needs of its own citizens. However, adopting an ethnocentric and informal demeanor hinders our ability to contribute to global civility as a whole and does not adhere to the universal precepts of our priceless faith (Rehman et al. 2018; Ahmad, 2008). Studies on global citizenship, like how teachers feel about their own students' ability to learn and how interested they are in learning, are still not very common meanwhile, these studies has shown that resources, policies, discourses, and institutional setups can both help and hinder education for citizenship (Durrani & Halai, 2018; Pasha, 2015).

Despite the fact that GCE and democratic behaviour, beliefs, goals, and values in education are hotly contested in the literature, little is known about the policies and practices that support them through the education of educators, and even less is known about how teachers interpret these in educational settings. This present study decided to analyze global citizenship through perceptions of teachers because a teacher is according to Morais and Ogden (2011) an individual that holds social and personal responsibility, global justice and disparities, altruism and empathy that are the core essential of global citizenship.

Material and Methods

The present study is descriptive in nature which involves only description of conditions, settings and event but do not study relationships among variables. No manipulation has been carried out by researcher as facts have been recorded as they occur. As per rationale of current study Confirmatory mixed method (first quantitative data then qualitative data were collected) and Cross-sectional survey design was employed for this study (Creswell & Clark, 2017). This study was carried out in public universities of Punjab, Pakistan.

Participants

All the teachers of public sectors universities of Punjab province were the population and the sample comprised 480 teachers conveniently taken from four sciences and four social sciences faculties from each six randomly selected universities for quantitative data. 3 most senior faculty members were selected for qualitative data, so total sample for this study was 618 faculty members.

The Research Tool

Global citizenship scale developed by Morais and Ogden (2011) was used to quantify data that is a comprehensive scale which was systematically tested and validated (Morais & Ogden, 2011; Vande Berg *et al.*, 2012). A semi structured interview protocol was used to

obtain in depth reflection of core essential (global justice & disparities, altruism & empathy, global inter connectedness & responsibility) of global citizenship.

Data Collection and Analysis

Questionnaire was filled by faculty members from all sampled universities. Data were collected in two phases' first Quan data and then Qual data. Study required quantitative data for general picture and qualitative data for confirmation and deep understanding of general picture of studied variables. Descriptive and inferential statistics were used to find percentage, mean and standard deviation meanwhile for qualitative data thematic analysis was conducted.

Result and Discussion

Table 1
Level of Global Justice and Disparities as social responsibility indicator of Global Citizenship

Global justice & disparities	SD %	D %	SD+D %	N %	A %	SA %	A+SA %	Mean	Level
1 I think people across the globe get what they are entitled to.	8	30	38	17	35	10	45	3.07	Medium
2 In this world, the world order needs to meet what people want.	3	12	15	14	53	18	71	3.71	High
3 I think that people around the world get the rewards and punishments they deserve.	12	35	47	19	25	9	34	2.85	Medium
4 When there is not enough to go around, sometimes you have to use force to get what you need.	15	35	50	17	25	8	33	2.77	Medium
5 There needs to be fairness in the world.	2	5	7	7	55	31	86	4.07	High
6 No country or group of people should rule the world and take advantage of other people.	5	12	17	10	42	31	73	3.82	High
Overall percentage of Global Justice and Disparities	8	21	29	14	39	18	57	3.38	Medium

Table 1 depicts the views of teachers of higher learning institutions regarding their level of global justice and disparities such as.

- 1) Majority of the teachers(45%) agreed that 'most people across the globe get what they are entitled to have' with mean score is 3.07, while 17% respondents were neutral in their responses and 38% of the university teachers were disagreed in this regard.
- 2) Majority of the respondents (71%) agreed that 'world order needs to satisfy public expectations in this world' with highly favoring mean score is 3.71, whereas 14% were neutral in their responses in this regard and only 15% of the university teachers disagreed.
- 3) 34% respondents were of the opinion that 'peoples around the world get the rewards and punishments they deserve' with mean score is 2.85 while 19% respondents were neutral and 47% of the respondents disagreed regarding this.
- 4) Only 33% respondents agreed that 'when there is not enough to go around, sometimes you have to use force to get what you need' with mean score is 2.77 whereas 17% were neutral and 50% of the university teachers disagreed.
- 5) Most of the respondents (86%) were agreed that 'the world needs to be a fair place' with highly favoring mean 4.07 whereas 7% respondents were neutral and only 7% were not in this favor.

6) Majority of the respondents (73%) agreed that ‘no country or group of people should rule the world and take advantage of other people’ with highly favoring mean score 3.82, while 10% were neutral in their responses in this regard and 17% of the university teachers disagreed.

It is concluded that 57% university teachers agreed that they were experiencing global justice and disparities with favoring mean score is 3.38 while 14% neutral and 29% of the university teachers disagreed in this regard.

Table 2
Level of Altruism and Empathy as social responsibility indicator of Global citizenship

	Altruism & empathy	SD %	D %	SD+D %	N %	A %	SA %	A+SA %	Mean	Level
1	The most vulnerable people in the world have more important needs than I do	2	13	15	32	43	10	53	3.46	Medium
2	I think that a lot of poor people around the world don't work hard enough	10	29	39	15	35	11	46	3.07	Medium
3	I care about and respect the rights of all people around the world	1	2	3	8	48	41	89	4.25	High
	Overall percentage of Altruism and empathy	4	15	19	18	42	21	63	3.59	Medium

Table 2 reflects the views of the teachers about altruism and empathy as:

- 1) 53% respondents agreed that ‘the most vulnerable people in the world have more important needs than I do’ with favoring mean score is 3.46, while 32% respondents were neutral in their responses and only 15% of the respondents disagreed.
- 2) 46% respondent agreed that ‘a lot of poor people around the world don't work hard enough’ with mean score is 3.07 whereas 15% were neutral in their responses in this regard and 39% of the university teachers disagreed.
- 3) Majority 89% were of the opinion that ‘they respect the rights of all people’ with highly favoring mean score is 4.25 while 8% respondents were neutral and only 3% of the respondents disagreed regarding this.

It is important to note that 63% respondents agreed that they were experiencing altruism and empathy with favoring mean score is 3.59 while 18% were neutral and 19% of the university teachers disagreed in this regard.

Table 3
Level of Global Interconnectedness and Personal Responsibility as social responsibility Core essential of Global citizenship

	Global interconnectedness & personal responsibility	SD %	D %	SD+D %	N %	A %	SA %	A+SA %	Mean	Level
1	Developed countries have to try to make incomes as fair as possible around the world	6	15	21	17	46	16	62	3.51	Medium
2	Developed countries should do what other developed countries do that is more fair and sustain	3	9	12	15	49	24	73	3.83	High
3	I don't feel like I am to blame for the unfairness and problems in the world	7	23	30	18	38	14	52	3.28	Medium
4	I think of my life as a way to give something back to the world	1	3	4	11	58	27	85	4.06	High
	Overall percentage of global interconnectedness and personal responsibility	4	13	17	15	48	20	68	3.66	Medium

Table 3 reflects the views of the university teachers about global interconnectedness and personal responsibility as:

- 1) Large number of the teachers (62%) agreed that 'developed countries have to try to make incomes as fair as possible around the world' with favoring mean score is 3.51 while 17% respondents were neutral in their responses and 21% of the respondents disagreed.
- 2) Majority of the teachers 73% agreed that 'developed countries should do what other developed countries do that is more fair and sustain' with highly favoring mean score 3.83, whereas 15% teachers were neutral in their responses in this regard and only 12% of the university teachers disagreed.
- 3) Only 52% respondents were of the opinion that 'they don't feel like they are to blame for the unfairness and problems in the world' with mean score is 3.28 while 18% respondents were neutral and 30% of the respondents disagreed regarding this.
- 4) Most of the respondents 85% were in this favor that 'they think of their life as a way to give something back to the world' with highly favoring mean 4.06 whereas 11% respondents were neutral and only 4% were not in this favor.

It is concluded that 68% respondents agreed they were enjoying global interconnectedness and personal responsibility with highly favoring mean score is 3.66 while 15% were neutral and 17% of the university teachers disagreed.

Level of Core essentials of Global Citizenship among Teachers of Higher Learning Institutions

Global citizenship is a sense of collective responsibility and action. According to Morais and Ogden (2011) the global citizenship comprises as global justice & disparities, altruism & empathy, global interconnectedness & personal responsibility with reference social responsibility dimension of global citizenship. A teacher with global citizenship can understand the interconnectedness of the global issues and how local behaviors have global consequences.

Quan findings indicated that teachers of the higher learning institutions uphold core essentials of global citizenship (global justice & disparities, altruism & empathy, global interconnectedness & personal responsibility) at medium level. The senior faculty members were asked to conclude whether they approve or disprove these results. Most of the respondents (83%, $f = 114$ of 138) affirmed that the teachers of higher education institutions maintain core essentials of global citizenship at a medium level. Although they admitted that the level of core essentials of global citizenship is not touching the bar of global standards yet they were concerned about the situation.

Likewise, a 56 years professor having 24 years' experience of teaching in three universities sorrowfully stated:

"No matters what kind of reasons have been...it is a matter of serious concern that, the teachers in higher learning institutions do not maintain justice, altruism and empathy which are the core essentials of global citizenship in the face of numerous privileges, resources, international exposure and connectivity with top-ranking learning institutions and experts." (Respondent No. 92)

Talking about the opportunities for teachers to enhance their global interconnectedness and personal responsibility in academia, stated that the teachers in these learning institutions are highly educated and practical people of the society. That is why; they are socially responsible persons as they are well aware of the global social issues associated with the mankind and its ecosystem.

Another associate professor of 55, who had chaired her department more than 10 years, stressed:

“The university teachers should be concerned about all kinds of exclusion and marginalization and can better support global values like equality, justice, tolerance, disparities and inclusion.” (Respondent No. 62)

Academia needs to focus on basic human rights and there is no discrimination on the basis of color, gender, caste, religion and same on our upcoming generations. Being one of the teachers it is admitted that it is difficult to meet the needs of a common global dweller. It is also wrong to say that there exists poverty because people do not work hard. Human rights are desired to be respected all over the globe.

Conclusion

The findings of the study revealed that institutions of higher learning maintain medium level core essentials of global citizenship. It was found regarding core essentials of global citizenship (global justice & disparities, altruism & empathy, global interconnectedness & personal responsibility) teachers of higher learning institutions do admit that people do not get what they deserve or being duly rewarded for their global contributions. Related universal values like world leaders should fulfill the expectations of common global dweller, nobody should exploit others or use force against the weaker segments. Common notion seems to prevail that world should be a just place for living for all.

Higher learning institutions community of tends to disassociate themselves from the responsibility of prevailing inequities and problems of the world. They expect linkage in all parts of the globe- developed and developing countries of the world. It is held that developed countries should play their role in fair distribution of resources, in achievement of sustainable development goals. On the other hand higher learning institutions do feel their responsibility to contribute towards global development in return

Recommendations

It is recommended to institutions of higher learning to identify status of global citizenship and plan training programs to equip their teaching and learning community with knowledge, skills and attitude i.e. Core essentials of global citizenship required for a 21st century meanwhile may advantage from Morais and Ogden (2011) global citizenship model and scale, because it is based on comprehensive conceptual framework that's almost cover all dimensions of global citizenship.

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