
A DESCRIPTIVE STUDY ON PROSPECTIVE TEACHERS' AWARENESS OF GLOBAL CITIZENSHIP EDUCATION

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ABSTRACT

This study aimed to assess how much prospective public sector university and college teachers understood about global citizenship education during their graduating semester before becoming teachers. The study employed a quantitative approach and a descriptive research strategy in this study. The population comprised 2004 prospective teachers of public sector colleges and universities in Rawalpindi and Islamabad in Pakistan. The sample of the research study was 203 prospective teachers in their final semester. Researchers examined global citizenship education using an adapted instrument based on global citizenship education, rights, social justice, global links conflicts, and culture. The data analysis was done using descriptive statistics. The main conclusions of this study were that prospective teachers were neutral about social justice, rights, and global citizenship. Regarding global links and global conflicts, they slightly agreed. It is suggested that integrating activity-based learning and interactive instructional methods may significantly improve prospective teachers' understanding of education for global citizenship.

KEYWORDS

Awareness, education, Global Citizenship, Prospective Teachers, Sustainable development

INTRODUCTION

Global citizenship teaching aims to transmit values, attitudes, skills, knowledge, and comprehension of global issues. Furthermore, it aligns with international objectives to

promote social responsibility and active participation at the local level while advancing global objectives for tolerance, social justice, equity, intercultural understanding, and a culture of peace globally. Additionally, it seeks to solve problems like poverty, injustice, and human rights violations with the ultimate goal of promoting a stable society (Karats, 2021).

As stated by Peterson (2020) the concept of education for global citizenship is broad. It includes a variety of topics, including social justice, human rights, peace education, recognizing cultural diversity, and education for the future. In addition to emphasizing these elements, global citizenship education also covers other topics like educating about sustainable development and knowing about international phenomena like political systems, technological breakthroughs, migration, pandemics, food security, and international trade. As a result, teachers encourage students to develop a global perspective and see themselves as active members of global communities.

UNESCO (2018, p. 2), defines global citizenship education is to responds to these concerns by helping students understand that these problems are global as compared to local or regional. Its goal is to enable learners to do for the welfare of humanity and the global community at large in a way that is stable, tolerant, peaceful, and inclusive. Global citizenship education, according to Inguaggiato & Tarozzi (2018) and Yemini & Goren (2017), highlights the accomplishment, of skills, knowledge, values, and character necessary for fostering tolerance, equity, and peace globally to address these problems and difficulties. The promotion of diplomatic, economic, social, and cultural ties is at the core of these global citizenship concepts. They also help to establish contacts on a regional, national, and worldwide scale. Global citizenship education, as defined by UNESCO (2021), is an educational strategy designed to enable students of all levels to participate both locally and globally. For the betterment of all people, it seeks to assist in the stability of more inclusive, tolerant, stable, and safe societies.

According to Akçay et al. (2024), Teacher candidates emphasize the importance of integrating the Sustainable Development Goals (SDGs) into their curricula, recognizing their professional responsibilities. They specifically highlight the necessity for teacher education programs to incorporate quality education as the primary SDG, alongside addressing issues such as reducing inequality, promoting social-gender equality, and improving health and quality of life. However, SDGs related to industry, innovation, infrastructure, hunger eradication, climate action, clean energy accessibility, environmental preservation, and fostering partnerships for development within teacher education programs receive comparatively less attention. The impact of educators, who have the responsibility of nurturing global citizens, significantly shapes the prosperity of nations and the world.

The Sustainable Development Agenda's Goal 4.7 aims to guarantee that all learners possess the essential knowledge and abilities for sustainable development by 2030, which is also linked to it. This includes encouraging environmentally friendly habits and education for individuals, advancing the rights of humans, achieving equality of gender, establishing a peaceful, nonviolent society promoting global citizenship, and raising understanding of the significance of intercultural understanding for sustainable development.

Higher education should implement global policies and curricula, claims Viola (2021), to assist learners develop an understanding of global citizenship. Many academics contend that it involves more than just a description and instead involves addressing global concerns and challenges as well as a sense of social responsibility and civic involvement within society. Even though everyone has local responsibilities, efforts should also be made to enhance global strategy. Someone capable of planning for global development is a global citizen.

Akçay et al. (2024) Sustainable development is one of humanity's top priorities in the modern era. Students in higher education, especially those who want to become teachers, have a great deal of potential to forward the agenda for global citizenship by helping to accomplish the Sustainable Development Goals (SDGs). However, important concerns about students' awareness of these objectives and their part in achieving them remain unresolved.

Therefore, to ensure that universities continue to place a high priority on global citizenship, it is necessary to begin training faculty and students in this field. The most important task facing humanity is to overcome the sustainability difficulties we face today, which calls for an outstanding level of professionalism. Developing answers to these complex problems will need the use of comprehensive and multidisciplinary educational techniques (UNESCO 2023, 20218).

LITERATURE REVIEW

A Global Citizenship

A quality educational system can help to create global citizenship, which is made possible by teachers who play an essential part in the advancement of global citizenship. Education of Global citizenship makes it easy for learners to get a high-quality education. Since prospective teachers are the future of the educational system, it is essential to conduct a descriptive study to determine how knowledgeable in global citizenship education they are.

Neupane (2023) Global Citizenship Education (GCE) seeks to empower individuals of every stage to actively support societies that are safe, secure, tolerant, and

sustainable. As the globe grows more interconnected and demands cooperation to address global concerns like poverty, inequality, climate change, and violent extremism, GCE is becoming more and more acknowledged as a necessary part of education for the twenty-first century.

Global citizenship fosters a society where everyone's health and well-being are guaranteed by the Sustainable Development Goals, which include inexpensive energy, clean water access, high-quality education, environmental conservation, and other crucial sectors (Ngwacho, 2024). Global Citizenship Education (GCE) became well-known throughout the world after it was connected to the Sustainable Development Goals (SDGs) for 2030.

According to Davide, Kunnari, Jones, and colleagues (2022), educators must be capable of equipping their pupils to deal with global issues in both their personal and professional lives. Additionally, they emphasize providing prospective teachers with the tools they need to become globally competent instructors. According to Bosio (2019) and Gaudelli (2018), over the past ten years, global citizenship education has been the focus of several studies, publications, and discussions. All of which emphasize how important it is to the current educational system. To promote a peaceful world for everybody, this idea is becoming more and more important for educators and students alike.

It is suggested that educators incorporate moral, economic, and civic components into their lessons in the classroom to reflect the dynamic and interconnected global community (OECD, 2018, p. 2). One way that global citizenship education prepares students for a multicultural, globalized world is by teaching moral principles. Students can respect the diversity of cultures within these communities because of this education. Students who study economics in the classroom are better prepared to participate as global citizens in future global markets. Civic education, which includes acceptable behavior and effective communication, is important for learners to comprehend and be involved with multicultural cultures in a sense that promotes their growth as global citizens. According to Giroux & Bosio (2021), educators have a crucial role to play in enhancing students' educational experiences and assisting in the development of a democratic society. They stress how crucial it is for educators to bridge theory and practice at all educational levels, but especially in schools, especially when doing so through global citizenship education. Using this pedagogical approach, educators also play critical roles in resolving political and economic challenges. Since their students stand in for their academic labor in this setting, educators must devote time and resources to creating a curriculum that both suits the requirements of their students and promotes harmony in the community.

The desire to bring the world together via global citizenship education is the inspiration for the conceptual idea (Palmer, 2024). According to Singh and Shankar (2024), this vision of global citizenship education includes a universal community unified in its commitment to eradicating poverty, hunger, social injustice, violence, and insecurity. According to Bosio and Huang (2021), global citizenship education is required to be implemented in schools to capable learners for possible globalization later on. They think that there is a need to be introduced to higher education after its implementation in schools. However, the majority of academics support introducing it at colleges before putting it into practice in classrooms.

According to Giroux (2021), teaching students about global citizenship is an effective way to foster a democratic society. Respect for the rights, choices, social fairness, and equity of each individual characterizes a democratic community. Teachers need assistance to create such a society for themselves and their students, especially at the collegiate level. Teachers' ought to see themselves as public intellectuals who teach citizens important concepts, customs, values, and disciplines.

Chivunda (2020) highlights the important role that global citizenship education plays in helping teachers promote constructive social change. Teachers shape the attitudes, character, potential, and abilities of students and citizens alike by acting as role models and knowledge repositories. They can enable students to assume accountability and grow into self-sufficient global citizens. Global citizenship education gives students the tools they need to

Effectively successfully handle societal challenges in their communities through high-quality educational institutions and teacher leadership. According to Chivunda (2020), educators should carefully analyze ways to integrate global citizenship education in their lesson plans when delivering it in the classroom. The goal of every lesson can be established by addressing issues including what should be taught, why, and how it will affect students. Three key contexts should be emphasized in global citizenship education: knowledge, values, and skills. Teachers should place equal emphasis on teaching for students' transformative learning and their professional development.

According to Chivunda (2020), educators should use global citizenship education to implement transformational learning to bring about change in their students. They support the application of interactive techniques that improve students' socio-emotional and behavioral capacities for proactive involvement, such as inquiry-based, participatory, and creative approaches. Teachers should use techniques in participatory learning that motivate students to actively work toward particular competencies and values that are expected of them by the end of every lesson. Group talks, for instance, promote virtues like tolerance and the capacity for productive

cooperation. The objectives, material, competencies, and values that students will acquire throughout each class should all be carefully planned by teachers. Andrew (2020) argues that a quality educational system should transform learners rather than just focus on basic reading and numeracy skills. The system should educate students about shared values and equip them having the abilities required to participate actively with their communities and also the broader world. Sustainable development necessitates financial literacy, political awareness, and technological understanding. For global citizenship education to integrate effectively into the classroom, learners' attitudes and actions must change. Global citizenship education can enable the education system to play a significant role in fostering an inclusive, tolerant, and peaceful society.

Kim (2019, p. 187) emphasizes that teaching global citizenship is primarily intended to Reshape students' attitudes and beliefs, moving beyond factual knowledge. Many traditional exams often overlook questions about values and attitudes, such as those related to environmental issues and how to address them effectively. To foster this transformation, teachers should establish a cooperative and environmentally friendly relationship with their students. According to Bouran (2021), the concept of teaching global citizenship raises significant concerns regarding the objectives of colleges and other higher education establishments in the era of globalization. While universities often focus primarily on formal curricula. The importance of teaching children about diversity, culture, and lifestyles is becoming increasingly apparent. The objective of global citizenship is to prepare graduates not only for employment but also to equip them as a global citizen to participate actively in a globalized world.

Sen (2020) argues that instruction about global citizenship has gained recognition as a crucial topic in higher education in today's globalized world. It encompasses issues like human rights, social justice, sustainable development, a tolerant society, and cultural diversity. To effectively address these concerns, institutions globally must implement global citizenship education. UNESCO (2018) emphasizes that education is a powerful tool that extends beyond basic literacy and numeracy. Students should leave with the information and abilities needed to improve their lives and have a good influence on the world around them. Global citizenship education is one kind of transformative education that attempts to integrate values, ethics, social responsibility, and civic engagement into society. This approach strives to foster more inclusive, tolerant, just, and peaceful communities through the practical implementation of global citizenship education.

Gaudelli (2021) argues that universities have a central role in educating students about global citizenship. This involves integrating it into the curriculum through discipline-based studies at the university level. While academic coursework focuses on

knowledge acquisition it's also critical that pupils acquire the knowledge and values required for global citizenship. Additionally, to support the growth of harmonious and sustainable communities globally, students should have opportunities to engage in extracurricular activities such as fieldwork, international conferences, and travel. A recent study that assessed the flipped classroom model's effects on higher education found that teaching global citizenship improved educational quality. Additionally, this strategy supports SDG 4.7 (Udvari & Vizi, 2023).

Colak et al. (2019) argue that the goal of global citizenship instruction is to provide people with the knowledge, abilities, and attitudes needed to succeed as citizens in a globalized society. It seeks to cultivate in students and young people a sense of responsibility and rights within local, national, and international communities. The principles of, human rights, social justice, responsibility, cultural diversity, and critical thinking form the bedrock of global citizenship education. The requirement to provide funding for instructors and policymakers to advance global citizenship education and accomplish SDG Goal 4, notably Target 4.7, was emphasized by UNESCO (2018) in partnership with UNODC. This entails advancing gender equality, educating people about human rights, cultivating a peaceful and nonviolent culture, appreciating cultural variety and global citizenship, and enabling all levels of institutions to support SDG 16.

According to Chivunda (2020), educators should employ global citizenship education to foster transformative learning and inspire change in their students. They advocate for the use of interactive methods that enhance students' socio-emotional and behavioral capacities for proactive engagement, such as inquiry-based, participatory, and creative approaches. Teachers should utilize participatory learning methods that encourage students to actively pursue specific competencies and values by the end of each lesson. For example, group discussions promote virtues like tolerance and the ability to collaborate effectively. Teachers should meticulously plan the objectives, content, competencies, and values that students will gain from each class. PISA (Programme for International Student Assessment) established assessments of global competence in 2018 and 2020. The program emphasizes that students' participation and learning in diverse, complex, and interconnected cultures are necessities in today's globalized world, not extras. According to PISA, global competence involves understanding and addressing issues that are local, global, and intercultural while respecting and valuing the point of view and abilities of others. It also requires considering the common good and sustainable development as a global citizen and developing open, effective, and respectful communication with individuals from various cultural and ethnic backgrounds.

The notion of education for global citizenship gained popularity quickly because

social justice, equality, and world peace are widely needed (Papastephanou, 2023). Global citizenship-related subjects like health and well-being are taught in social studies classes to produce knowledgeable, healthy citizens who support the advancement of their country. Students would get a global understanding of these concerns and an appreciation for the necessity for a sustainable future to encourage healthy living on a global scale being introduced to the UN Concept (WHO, 2024).

Components of Global Citizenship

As observed in Figure 1, the researcher highlights three fundamental characteristics of an engaged global citizen as critical components of globalization (Davies, 2006). Among these qualities are:

A dedication to social justice.

An emphasis on rights.

An understanding of the relationships between cultures, their diversity, and their conflicts.

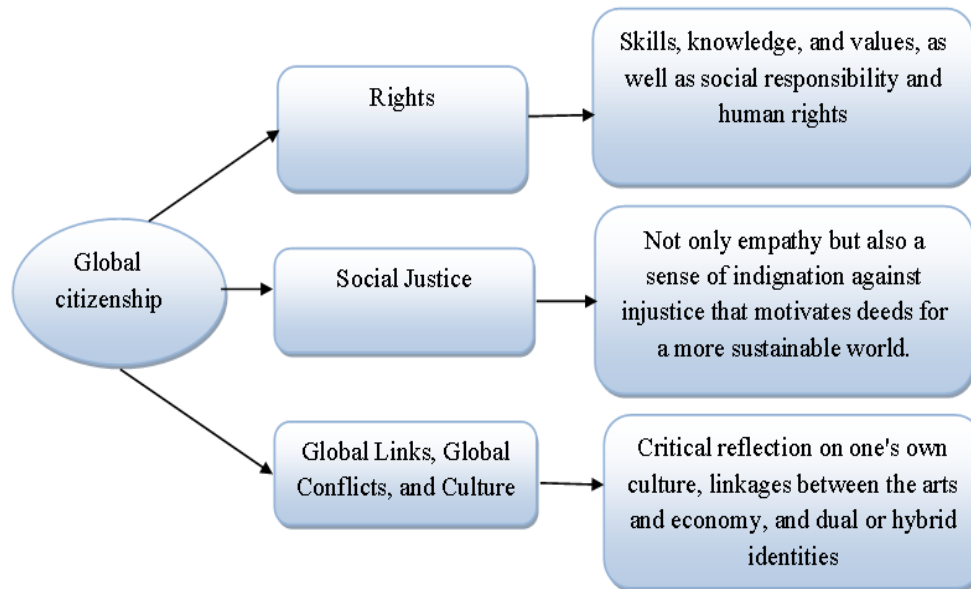


Fig 1.the three components of a competent global citizen.

Global citizenship: the necessities of learners (Davies, 2006)

Rights

Being aware of one's rights is essential to being a responsible citizen. Griffiths' notion emphasizes how crucial it is for people to know their rights and behave according to

those rights (Chotikapanich, Griffiths, Rao, & Valencia, 2009). Griffiths argues that updated, active individuals should also have ideals based on human rights and social responsibility.

Social justice

Global citizenship is understood as humanity's common home, referencing Davies (2006) and her three primary principles of being an active citizen. He argues that to be engaged citizens, people must actively defend human rights and work to create a more just, peaceful, tolerant, and equal society. Global individuals, according to Davies, possess a well-rounded viewpoint that goes beyond simple foreign awareness.

Global Links, Global Conflicts, and Culture

Davies argues that people frequently create multiple or hybrid identities in the globally interconnected world of today. According to him, the main objective of GCE (global citizenship education) is to teach students about other cultures and beliefs as well as how to reflect on their own. The Australian Curriculum Assessment and Reporting Authority (2019) has created a customized curriculum to develop informed and engaged citizens (Reynolds et al., 2019). Constructing Harmonious and Ecological Communities" was the focal point of the Second UNESCO Forum on Global Citizenship. which took place in 2015 at a UNESCO gathering in Paris. The forum's main goal was to advance emotional and psychomotor competencies in addition to cognitive skills (UNESCO, 2015). Its main goal is to provide youth with values, information, and abilities based on social justice, human rights, diversity, gender equality, and sustainability of the environment. The purpose behind this is to enable students to become responsible global citizens. By giving students the tools and chances to comprehend their rights and duties, global citizenship education cultivates a desire for a more promising future for everybody (Maleq& Akkari, 2019).

RESEARCH OBJECTIVES

1. To examine the global citizenship awareness of prospective teachers.
2. To determine the level of awareness of global citizenship education concerning the rights of prospective teachers.
3. Assess the global citizenship education awareness of prospective teachers concerning social justice.
4. Assess the global citizenship education awareness of prospective teachers concerning global links, conflicts, and culture.

RESEARCH QUESTIONS

1. What is the prospective teacher's awareness level regarding global citizenship education?
2. What is the awareness of prospective teachers regarding global citizenship

education concerning rights?

3. What is the awareness level of prospective teachers regarding global citizenship regarding social justice?

4. What is the awareness level of prospective teachers regarding global citizenship in the context of Global links, global conflicts, and culture?

RESEARCH METHODOLOGY

Since the main purpose of the study was to demonstrate prospective teachers' awareness of global citizenship education who are in their graduating semester. The researcher aimed to determine about the understanding of prospective teachers at Pakistan's public sector colleges and universities in Islamabad and Rawalpindi. The study used a descriptive survey research approach. Descriptive research shows the context or phenomenon under study. This is called descriptive research. It focuses more on providing answers to the "how, what, when, and where" questions regarding the phenomenon being studied, especially an assessment of prospective teachers' understanding of global citizenship.

Population

Prospective teachers from public sector colleges and universities in Rawalpindi and Islamabad in Pakistan make up the research population. Thus, the study's population consisted of all prospective teachers at Islamabad and Rawalpindi's public sector institutions and colleges in Pakistan.

Sampling

Students in their graduating semesters at public sector colleges and universities in Rawalpindi and Islamabad were used for the study's sample. This was based on 203 "public sector" prospective teachers. It was not feasible to collect data from every semester of a bachelor's degree. Therefore, data from the desired sample was obtained using the purposive sampling technique. Purposive sampling is a type of technique when specific knowledge from knowledgeable or concerned individuals with specific qualities is needed. It is a well-known non-probability method of choice or selective sampling.

Instrumentation

An instrument based on a questionnaire adapted from Saddiqa (2020) was used to collect data to assess global citizenship education. This questionnaire was based on closed-ended items, and four sections included questions about social justice, rights, global citizenship education, and cultural global links and conflicts. 42 statements were contained: 18 about global citizenship, 8 about rights, 8 about social justice, and 8 about global links, global conflicts, and culture. Which is based on a closed-ended, five-point Likert scale Agree = 4, Strongly Agree = 5, Neutral = 3, and Strongly

Disagree = 1.

Validity

The researcher consulted with experts in the field to validate the questionnaire. The experts corrected the few grammatical errors that they pointed out and suggested. Before the pilot testing process, the research questionnaire was improved by taking into consideration these useful suggestions and comments.

Pilot Study

The pilot study used an adaptive trial design, which allowed for any stage adjustments to the amount of items or responses. The researcher distributed 100 questionnaires, of which 87 were returned.

Reliability

All the items demonstrated high reliability, with a score of .911 on the scale, indicating that, the instrument had excellent reliability. After conducting the pilot study, the questionnaire was considered appropriate for the study. For the research instrument, the questionnaire's overall reliability was seen as excellent, with a score of .911. The four sections' reliability scores were as follows: Global Citizenship at .801, Rights at .734, Social Justice at .716, and Global Culture at .795.

Data collection

Data was collected from prospective teachers at colleges and universities in Rawalpindi and Islamabad using a questionnaire with closed-ended questions.

DATA ANALYSIS AND RESULTS

Software known as the Statistical Package for Social Science (SPSS) was utilized for analyzing the data that had been collected. The data collected were analyzed using statistical tests and descriptive statistics, especially the mean.

Results

The research revealed the following findings:

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

Question 1. What is the prospective teacher's awareness level regarding global citizenship education?

Table 1. Global citizenship awareness of prospective teachers

| Variable | Mean | Remark |
|--------------------|------|---------|
| Global citizenship | 3.31 | Neutral |

The mean value of prospective teachers' global citizenship is displayed in Table No.

1. The global citizenship mean score was 3.31, indicating that prospective teachers' awareness of global citizenship is low and that they are neutral about the global citizenship construct.

Objective 2. To determine the level of awareness of global citizenship education concerning the rights of prospective teachers.

Question 2. What is the awareness of prospective teachers regarding global citizenship education concerning rights?

Table 2. *The level of awareness of global citizenship education concerning the rights of prospective teachers.*

| Variable | Mean | Remark |
|----------|------|---------|
| Rights | 3.46 | Neutral |

The mean global citizenship score of prospective teachers concerning rights is displayed in Table No. 2. The average score value for the concept of global citizenship concerning rights was 3.46 indicating a neutral mean low awareness of global citizenship education with regards to rights. The average score for global citizenship with regards to rights was 3.46 indicating that prospective teachers' understanding of global citizenship with regards to rights is neutral and that they have not much knowledge of it.

Objective 3. Assess the global citizenship education awareness of prospective teachers concerning social justice.

Question 3. What is the awareness level of prospective teachers regarding global citizenship regarding social justice?

Table 3. *Global citizenship education awareness of prospective teachers concerning social justice.*

| Variable | Mean | Remark |
|----------------|------|---------|
| Social justice | 3.39 | Neutral |

The mean global citizenship awareness score of prospective teachers about social justice is displayed in Table No. 3. With relation to social justice, the mean score value for the construct of global citizenship concerning social justice was (3.39) indicating a neutral, low understanding of rights. The mean value for global citizenship about social justice was 3.39, indicating that prospective teachers have a low level of awareness regarding global citizenship about social justice. The social justice component concerning the third construct had a mean score value of 3.39, indicating a neutral, low awareness of social justice.

Objective 4. Assess the global citizenship education awareness of prospective teachers concerning global links, conflicts, and culture.

Question 4. What is the awareness level of prospective teachers regarding global citizenship in the context of Global links, global conflicts, and culture?

Table 4. *Global citizenship education awareness of prospective teachers concerning global links, conflicts, and culture.*

| Variable | Mean | Remark |
|---|------|----------------|
| global links, global conflicts, and culture | 3.56 | Slightly Agree |

Table No. 4 indicates the average level of global citizenship of prospective teachers concerning global links, global conflicts, and culture. With regards to global links, conflicts, and culture, the mean score value for the construct of global citizenship with global links, global conflicts, and culture was 3.56, indicating that prospective teachers slightly agreed with global links, global conflicts, and culture or have a moderate understanding of the concepts of global links, global conflicts, and culture. This suggests that while their awareness is not exceptionally high, it is more than neutral, showing a slight agreement and understanding of these global aspects.

DISCUSSION

Research question one focused on the digital assets available for entrepreneurship skills development in business education programs in Colleges of Education in Anambra State. The findings indicate that the digital landscape for entrepreneurship education in Anambra State's Colleges of Education is evolving, showcasing a mix of advancements and limitations. It was discovered that Business education programs in the state are increasingly incorporating e-books, providing a broad spectrum of knowledge on entrepreneurship skills, and aligning with global trends towards digital learning resources. In contrast, despite the proliferation of online platforms offering interactive courses that enhance entrepreneurship skills development, there remains a gap in access to high-quality digital assets (Wanget al., 2024). This finding agrees with observations that while entrepreneurship-focused webinars and podcasts are becoming central to progressive curriculums, the actual integration and usage of these digital tools are not fully realized (Torouset al., 2021). Moreover, mobile learning apps present flexible learning opportunities for entrepreneurship education, yet their potential is not fully tapped due to infrastructural and accessibility challenges (McQuigganet al., 2015). In a related study, it was noted that the disparity in digital asset existence significantly affects the comprehensiveness of entrepreneurship skills development (Fernández-Ragaet al., 2023). These findings highlight the complexity of integrating digital assets in entrepreneurship education, underscoring the need for

strategic investments in digital infrastructure and resources to enhance learning outcomes.

Research question two covered the extent to which digital assets are utilized for entrepreneurship skills development in business education in Colleges of Education in Anambra State. It was discovered that the usage of digital assets for entrepreneurship skills development in the Colleges of Education in Anambra State presents a landscape of contrast and emerging opportunities. Despite the extensive potential to simulate real-world entrepreneurial scenarios through digital assets, the actual integration within the curriculum remains superficial. This finding agrees with the notion that while digital tools are available, their adoption and effective use in teaching and learning processes are not fully realized, indicating a gap between resource existence and usage (Al-Naim, 2023). In a related study, it was observed that interactive resources like simulations, though acknowledged for their educational potential, are not universally adopted across institutions, suggesting a need for broader institutional support and faculty training (Pollyet al., 2021). Furthermore, online mentorship platforms, which could significantly enhance entrepreneurship development, remain underutilized. This underusage points to a lack of awareness or possibly the absence of structured frameworks to integrate such platforms into the educational system effectively (VanLeeuwenet al., 2020). Curriculum flexibility and faculty innovation are highlighted as pivotal in enhancing the usage of digital assets for entrepreneurship education. This suggests that the extent of digital asset usage is significantly influenced by the institutional environment, including the curriculum design and the faculty's readiness to innovate and integrate new teaching methods (Ranieri et al., 2018).

Research question three examined the impact of digital asset existence on students' acquisition of entrepreneurship skills in business education programs in Colleges of Education in Anambra State. It was seen that the impact of digital asset existence on students' acquisition of entrepreneurship skills in Anambra State's Colleges of Education is diverse, with both positive and nuanced effects observed. Digital assets play a crucial role in enhancing the understanding and application of entrepreneurship, aligning with the findings that they foster self-directed learning. This supports the notion that greater digital existence enables students to explore diverse entrepreneurial practices and gain exposure to various perspectives in the field (Lubis, 2019). In contrast, the usage of digital tools for collaboration among students in entrepreneurship education is not fully optimized. While digital assets have the potential to encourage collaboration and teamwork, their impact in this aspect remains underexplored and underutilized (Lesinskiset al., 2023). However, the continuous learning facilitated by digital assets, particularly in staying updated with current entrepreneurial trends, is widely acknowledged. This finding agrees with the view that

digital assets provide a dynamic and evolving platform for students to stay informed and engaged in the ever-changing landscape of entrepreneurship (Bachmann et al., 2024).

Research question four was on the challenges that students face in accessing and utilizing digital assets in business education. The results showed that the challenges students face in accessing and utilizing digital assets in business education are significant, affecting the effectiveness of entrepreneurship skill acquisition. Limited digital infrastructure, a prevalent issue, hampers student engagement with online resources, a finding that resonates with the work of Obokoh& Goldman, (2016), who highlighted infrastructure deficits in Nigerian educational institutions. In contrast, financial constraints represent another barrier, limiting students' ability to access necessary digital tools, an issue that Vahediet al., (2021) also identified in their study on the digital divide in education. Moreover, the challenge of outdated technology, which restricts access to modern digital entrepreneurship resources, is in agreement with findings from Karichet al., (2014), emphasizing the need for technological updates in educational settings. Additionally, poor internet connectivity, as also discussed by Dridiet al., (2020), further restricts access to online content, mirroring global concerns in the digital education space. Lastly, limited awareness and understanding of available digital assets lead to underusage, a point that aligns with the observations of Reddy et al., (2023), who also noted a gap in digital literacy among educators and students.

In conclusion, the study on the existence and usage of digital assets for entrepreneurship skills development in Colleges of Education in Anambra State reveals a nuanced landscape. While there is a notable incorporation of digital tools such as e-books and online platforms, challenges persist. Limited access to high-quality resources, superficial integration of digital tools, under usage of online mentorship platforms, and barriers like poor internet connectivity and outdated technology hinder the full potential of digital assets. These findings underscore the need for strategic interventions to bridge the gap between existence and effective usage. Moreover, the study highlights the role of curriculum flexibility and faculty innovation in enhancing digital asset usage. Moving forward, investments in digital infrastructure, awareness programs, and capacity building for educators and students are crucial for maximizing the benefits of digital assets in entrepreneurship education. This study provides valuable understanding for policymakers, educators, and stakeholders aiming to improve entrepreneurship education through digital means in Anambra State's Colleges of Education.

The study concluded that prospective teachers do know not much about global citizenship. They generally held neutral views on global citizenship, rights, and social

justice, but slightly agreed with aspects related to culture, global links, and global conflicts. Since the concept of global citizenship education is relatively new and not yet included as a subject in universities, prospective teachers showed neutral attitudes toward it. The study concentrated on graduating students' understanding of global citizenship education throughout their final semesters. Students are expected to make the connection between academic knowledge and practical application at this advanced level of their education. Teachers are essential in fostering global citizenship, thus their caliber and readiness matter greatly. This can be accomplished by having a strong educational system that incorporates instruction on global citizenship, especially during the process of teaching and learning.

To effectively educate future teachers, the study stressed the necessity of integrating global citizenship education into the educational system. Encouraging education about global citizenship is crucial for the sustainable development of society. Therefore, Prospective teachers must become more knowledgeable about the education of global citizenship.

RECOMMENDATIONS

Activities including group discussions, problem-solving, brainstorming, global learning, video content, creative arts, and activity-based teaching approaches are suggested to improve the understanding of global citizenship education among prospective teachers.

Policymakers ought to consider including ideas like conflict, cultural diversity, global links, global conflicts and culture, social justice, human rights, and global citizenship education in the curriculum.

Through projects and fieldwork, prospective teachers could be given the chance to participate in community service that addresses social justice, and economic, social, and environmental challenges. This is meant to instill in them a sense of responsibility to bring about constructive change both locally and globally.

The administration of the university may provide orientation courses that encourage a sense of cultural diversity among students. Exposure to various cultures, exhibitions, funfairs, sports, seminars, local and international online platforms, discussions, educational excursions, and related activities are a few examples of these programs.

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