

IMPLEMENTATION OF SINGLE NATIONAL CURRICULUM 2020 FOR GLOBAL CITIZENSHIP EDUCATION AT ELEMENTARY LEVEL IN PUNJAB

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Abstract

The current study was designed to determine teachers' global citizenship education practices of English and History for 6th, 7th, and 8th grades at the elementary level in Punjab. The study was descriptive and survey design was used to explore teachers' global citizenship education practices. Sample of the current study 300 children were selected through a simple random sampling technique from Lahore Punjab. The self-constructed Questionnaire for Students on Teachers' Global Citizenship Education Practices (QSTGCEP) was employed to collect data from 6th, 7th, and 8th grade students to reveal teachers' global citizenship education practices in the classrooms. The reliability was confirmed by calculating Cronbach's Alpha scores; .769. The collected data were analyzed employing mean, standard deviation, and independent samples t-test. The results of the study showed that teachers were more focused on explanatory practices and critical thinking practices were less in practice. Findings further revealed significant differences between teachers' global citizenship education practices in terms of teachers' gender and the school's locality. Male teachers were practicing more global citizenship education as compared to female teachers and teachers working in urban schools were practicing more global citizenship education practices as compared to teachers teaching in rural schools. Findings further revealed significant differences between teachers' global citizenship education practices teaching in 6th, and 7th grades. It is recommended that global citizenship education be included in the SNC of English and History, and the content of textbooks elaborated as there is more space for description of these values in different lessons of textbooks. Teachers may provide a democratic environment for learners to practice global citizenship values through social responsibility practices, global competence practices, global civic engagement practices, and critical thinking practices. Teachers' training institutions develop a module on global citizenship education that may be included in teachers' training for teachers.

Keywords: *Implementation, single national curriculum 2020, global citizenship education*

INTRODUCTION

A curriculum is a structured set of educational experiences and learning goals that students know, understand, and can do at different stages of education. A curriculum is a plan for learning to attain desired educational goals and a structured series of intended learning outcomes aim to accomplish specific educational objectives (Null, 2011; Oliva, 2018). Curriculum refers to experiences, both planned and unplanned, that students go through in school. It can be summarized that curriculum is a written document provided by the state to run educational institutions for guiding educational stakeholders in the teaching-learning process.

Essential elements of the curriculum are objectives, content, teaching methods, and evaluation. Single National Curriculum (SNC) 2022 is an educational reform intended to standardize the curriculum across public, private, and madrassas institutions in all schools in the country. The SNC was revised to provide a standardized curriculum including new trends like citizenship values to enable learners to participate as active citizens in the democratic society (Bailey, 2014; Government of Pakistan, 2022). One aspect of the curriculum is to transmit citizenship values to the future generation for nurturing values of mutual respect, tolerance, and the ability to engage in public discourse (Brough, 2012; Hopkins, 2014).

Global Citizenship Education (GCE) is an educational framework designed to foster a sense of shared responsibility and understanding among people across the world. It encourages learners to recognize their role in globally and to engage in building a peaceful and sustainable world (Sharma, 2020). The GCE focuses on equipping learners with the knowledge, skills, values, and attitudes needed to participate in global communities and respect cultural diversity, human rights, and the environment. Effective citizenship education requires cooperation to create a learning environment that promotes democratic values among students, teachers, and school leaders (Tuhuteru, 2023). Key elements of GCE include promoting respect for diversity, social justice, environmental stewardship, and the importance of democratic participation while addressing global issues such as inequality, human rights, and sustainable development. It also encourages learners to see themselves as active participants in addressing local and global challenges, fostering cooperation and solidarity across borders. The idea of global citizenship emerged in the late 1990s as a key strategic principle in education. Interrelation theorist Falk (1994), and Urry (2000) sociologists were more proponents of global citizenship. Carole, Hahn coined the term global citizenship. Marshall defined citizenship as a person's status as a full member of a community. Marshall used the terms civil citizenship, political citizenship, and social citizenship (Marshall, 1963). The notion of global citizenship is becoming more prevailing in the literature. The idea is to extend the notion of citizenship beyond national borders to share the unity of human experience (Falk, 1994).

Teachers as change agents thrive in citizenship values equality, freedom, justice tolerance, acceptance, global awareness, reflection, and justice (Subba, 2014). Democratic values practices create democratic culture and give freedom of expression to students' ideas in the classrooms. Global citizenship education practices are designed by teachers in the classrooms; social responsibility practices, global competence practices, global civic engagement practices, and critical thinking practices (Noddings, 2005; Langran & Ozment, 2009; Urry, 2000). Social responsibility practices is a technique through teachers integrating social responsibility practices into the classroom through various approaches that align with GCE principles such as human rights, sustainability, and social justice into subjects like history, geography, and science to create positive change (Oxley & Morris, 2013; UNESCO, 2015). Social responsibility focuses on global justice and disparities, altruism and empathy, global interconnectedness, and personal responsibility (Noddings, 2005; Westheimer & Kahne, 2004). Teachers may assign real-life Projects to develop empathy, critical thinking, and collaboration skills like waste management, community services, or recycling projects (Banks, 2008; Barron, & Darling-Hammond, 2008). Dialogues on global issues like, climate change, or globalization are a source of producing social responsibility. These practices clarify how GCE fosters social responsibility, equipping learners to address global challenges thoughtfully and ethically. Global competence practices is a techniques through teachers need for accuracy, clarity, and ethical practices in teaching global issues, echoing the disciplined approach seen in cleanroom environments. Global competence practices. Global competence

mainly focuses on global knowledge, self-awareness, and intercultural communication needed to prepare students for global challenges (Schleicher, 2018; UNESCO, 2015). Teachers incorporate global civic engagement classroom practices including strategies such as mindful resource use, and pollution reduction through shared spaces, cleanliness, like cleanroom with peace and citizenship education, resource management, and ecological responsibility are emphasized as civic duties. Global civic engagement Emphasizes waste reduction, cleanliness, and conservation, aligning well with cleanroom practices in an educational setting (Bajaj & Chiu, 2009; Oxfam Education, 2018). Critical thinking practices are used for developing higher-order thinking, through analyzing, synthesizing, and evaluating information to solve problems related to personal, social, economic, political, and citizenship matters to democratic life (Pinto & Portelli, 2008). Teachers align critical thinking with cleanroom practices and encourage students to engage deeply through multiple perspectives in learning environments with integrity and ethical responsibility. Critical thinking fosters empathy, cultural sensitivity, and a commitment to social justice (Merryfield, 2000).

GCE empowers learners to become active global citizens to comprehend climate change and social justice challenges and take part in community, national, and international affairs. The GCE included awareness of global issues, cultural respect, social justice and equity, civic engagement and responsibility, and sustainable development. UNESCO (2015) focused on three core areas cognitive, socio-emotional, and behavioral domains in the GCE Framework. United Nations (2015) emphasized SDG Target 4.7 to foster global citizenship and sustainable development by 2030 to connect education to global challenges, such as climate change and social justice. Oxfam's document offers a practical framework for teachers to integrate GCE into their curriculum. This involved developing knowledge, skills, disposition, and values to encourage learners to engage actively in global issues (Oxfam, 2015). The OECD enhances GCE through its PISA Global Competence framework, which assesses students' ability to analyze global and intercultural issues critically, understand diverse perspectives, and act responsibly (OECD, 2018). Framework by the Council of Europe provides a model of the knowledge, skills, values, and attitudes that students need to participate effectively in democratic societies. It focuses on democratic culture, intercultural understanding, and social responsibility (Council of Europe, 2016; El Din, 2021). The global citizenship education teaching in social studies and geography in Pakistan faces challenges in its implementation. The present study is helpful to the teachers in planning and implementing global citizenship education pedagogical practices to sensitize learners to democratic values implementation. There is a dire need to frame a study to analyze global citizenship education practices stated in the SNC 2020 and textbooks of English, and History for 6th, 7th, and 8th grades working in rural and urban public sector elementary schools of Punjab.

Objectives of the Study

The current study was structured to achieve the following objectives:

1. Find out the global citizenship education practices teaching in 6th, 7th, and 8th grades of elementary school teachers.
2. Measure the global citizenship education practices by their gender teaching in 6th, 7th, and 8th grades of elementary school teachers.
3. Determine the global citizenship education practices by their locality teaching in 6th, 7th, and 8th grades of elementary school teachers.

LITERATURE REVIEW

The current study deals with Single National Curriculum, global citizenship education, SNC 2020, and classroom global citizenship education practices. The capacity of schooling to reduce disparity in society is a common theme of debate in the world. Curriculum refers to complex and multifaceted experiences that learners go through to develop student cognitive, physical, emotional, and social domains (Ornstein & Hunkins, 2016). Essential elements of the curriculum are objectives, content, teaching methods, and evaluation. The government reforms the curriculum to address inequality to improve social well-being and national productivity. The SNC 2020 documents provided opportunities to integrate global citizenship education aspects through democratic knowledge, skills, values, and attitudes in community affairs (Government of Pakistan, 2022).

The last decade has witnessed a significant increase in interest in citizenship education. The world is facing challenges of social, human, civic, and ethical that need qualities of citizenship to realize a better world. A citizen is referred as an individual who lives in a nation-state and has certain rights and duties to the state (Lagassé, 2000). Citizenship is defined as the set of rights, duties, and identities linking citizens to the nation-state (Koopmans et al., 2005). Citizenship refers to a package of rights and responsibilities, which expresses the form of social membership in a particular political community (Faulks, 2006; Subba, 2014). Citizenship education is a process that is molded through political, social, technological, economic, and cultural developments on local and global scales. Global citizenship education (GCE) is based on principles of nonviolence, human rights, cultural diversity, democracy, and tolerance (Osler & Starkey, 2006). GCE tends to be concerned with matters of environmental degradation, economic trade, nuclear proliferation, and considering local global migrant labor disparities. There are three types of global education; cosmopolitan, environmental, and critical justice (Gaudelli & Heilman, 2009). Global citizenship initiatives within the educational arena often combine the dual aims of (1 promoting moral visions for a peaceful and sustainable world and (2 enhancing the academic achievement, professional competence, and economic competitiveness of the next generation. Supporters of the curriculum emphasize discourse and debate as essential components of citizenship education, positing that citizenship should be enacted rather than merely taught (Rapanta et al., 2020). Practitioners emphasize that the integration of education abroad experiences into the curriculum of schools, colleges, and higher education is an effective pathway on which to guide students toward becoming engaged global citizens (Hunter et al., 2006). National identity, shared commitment, common good, identity, and participation are key themes in the citizenship discourse. It was developed to nurture national loyalty, patriotism, a sense of belongingness, and commitment to actively participate in the aims of national development (Han, 2000).

Practitioners' discourse in global citizenship education has increased drastically in recent years in the educational arena globally (Schattle, 2008). The idea of global citizenship emerged in the late 1990s as a key strategic principle in education. Interrelation theorists Falk (1994) and Urry (2000) sociologists were more proponents of global citizenship. Carole, Hahn coined the term global citizenship. Marshall defined citizenship as a person's status as a full member of a community. Marshall used the terms civil citizenship, political citizenship, and social citizenship (Marshall, 1963). Global citizenship is considered important in five areas; global cosmopolitans, global activists, global reformers, global managers, and global capitalists (Urry, 2000). Global citizenship is about understanding the need to tackle injustice and inequality and having the desire and ability to work actively to do so (Schattle, 2008). Global citizenship education expands the scope beyond national borders, encouraging individuals to find themselves as part of an interconnected world. It promotes comprehension

of global issues, respect for cultural diversity, and a commitment to social and environmental justice. GCE encourages skills like critical thinking, empathy, and cross-cultural communication, which are essential for addressing global challenges collaboratively (Davies et al., 2005; United Nations, 2020). Countries, like Canada and the UK, have integrated global citizenship modules into their civic education programs. For example, Canadian curricula now included local perspectives as well as education on Canada's role in global affairs, helping students see the connection between national identity and global responsibility (UNESCO, 2015).

Citizenship is on the agenda of education systems in many of the world's democratic countries. However, discussions of citizenship education have neglected issues that contribute in the understanding of citizenship (Jackson, 2003). Global Citizenship Education (GCE) has gained significant attention in educational studies since the early 2000s, focusing need for educational frameworks that prepare students to engage with heterogeneous global challenges. This educational paradigm aims to cultivate a sense of global responsibility among policymakers, administrators, teachers, and learners, encouraging them to engage with pressing global issues such as social justice, environmental sustainability, and intercultural understanding. The literature on GCE highlights various dimensions, including its theoretical foundations, practical implementations, and the challenges it faces in diverse educational contexts. Another foundational perspective of GCE is its focus on developing a sense of global responsibility and social justice among learners and providing critical discourse foundations and the debates that shape its implementation in educational contexts. This aspect aligns with the findings of, those who emphasize the role of experiential learning in cultivating global citizenship, proposing that educational institutions must prioritize GCE to effectively address sustainable development goals (Akçay et al., 2024). Various approaches to any subject enrichment of content are available to unit/ subunit, infusion, and permeation. Practitioners reported various approaches to teaching citizenship education. One such approach is the objective teaching of facts about the history of a country, its political structure, and its ethnographic system. Another is the practices of values such as democracy, human rights, and environmental protection. A third is the enhancement of intellectual skills and qualities such as critical reason, skepticism, and open-mindedness (Fernández & Sundström, 2011).

The inclusion of global citizenship education into educational curricula has been a pivotal point of study since the twentieth century, reflecting the growing role of individuals in the active engagement of citizens. The studies claimed that when students experience intrinsic value in their curriculum and receive adequate teacher guidance, they are more likely to engage meaningfully with global citizenship education principles (Coopmans, 2023). Curriculum implementation programs and strategies are under debate for global citizenship education. Analysis of such curriculum reveals a range of interpretations of global citizenship and operates across many substantive areas; language learning, environmental awareness, history, and so on. The integration of global citizenship education into educational curricula has been a focal point of research since the early 2000s, reflecting the growing recognition of the role education plays in fostering active citizenship and democratic engagement. This synthesis of recent literature highlights various dimensions of how curricula can promote democratic values across different educational contexts. Curricula designers stress that discourse and debate are essential components of citizenship education, suggesting that citizenship should be enacted rather than merely taught (Rapanta et al., 2020). Ornstein and Hunkins (2016) claimed that effective curriculum design must be responsive to changes in society, advances in technology, and evolving educational theories of citizenship

education. One significant area of exploration in the curriculum is global citizenship education, as the decline in democratic attitudes among teachers and students highlights that democratic values are taught and are less naturally possessed (Kula & Aytac, 2022). This claim is reinforced that critical thinking promotes democratic values, proposing that educational environments prioritize inclusivity and participatory decision-making to cultivate a democratic ideology among students (Devkota, 2021). Ersoy (2014) explored the challenges of implementing active and democratic citizenship education in social studies classrooms. The results of the study emphasize that citizenship education empowers students to engage actively in democratic processes, fostering skills like critical thinking, decision-making, and social responsibility. However, teachers face difficulties in achieving these goals, including curriculum constraints, limited resources, and varying levels of student engagement. The study emphasizes the importance of creating a classroom environment where students can participate in discussions, express diverse opinions, and develop a strong sense of civic duty. The results also argued that teachers navigate challenges such as balancing curriculum requirements with the need to foster critical and democratic skills, adapting teaching methods to support active participation, and addressing diverse student needs.

Global citizenship education practices; Teachers are responsible for helping children develop an appreciation of core democratic values and help them develop a sense of commitment and attachment to these values. Children understood key concepts of democracy of responsibility, democratic environment, and conflict resolution (Subba, 2014). Teachers embed *social responsibility* themes such as human rights, sustainability, and social justice through project work on community services, dialogues on global Issues, building empathy through storytelling and cultural exchange, and reflective practices through group discussions to contribute positively globally (Banks, 2008; DeAndreotti, 2014; Oxley & Morris, 2013). Social responsibility means individuals fully engaged in local and global issues. Teachers embedded *global competence practices* through various techniques needed for clarity, accuracy, and ethical practices in teaching global issues in cleanroom practices. Global competence practices mainly focus on global knowledge, self-awareness, and intercultural communication needed to prepare students for global challenges (Schleicher, 2018; UNESCO, 2015). *Global civic engagement* classroom practices include approaches to pollution reduction through shared spaces, cleanliness, resource management and ecological responsibility, waste reduction, cleanliness, and conservation aligning with cleanroom practices (Bajaj & Chiu, 2009; Oxfam Education, 2018). *Critical thinking practices* are used for developing higher-order thinking to solve problems related to personal, social, economic, political, and citizenship. Teachers align critical thinking with cleanroom practices and encourage students to engage deeply through multiple perspectives in learning environments with integrity and ethical responsibility. Critical thinking fosters empathy, cultural sensitivity, and a commitment to social justice (Merryfield, 2000; Pinto & Portelli, 2008). Critical thinking in citizenship education is an essential aspect of preparing students to actively engage in democratic processes, and participate in community development. It involves teaching students how to analyze, evaluate, and critically assess civic issues which are critical in today's digital world. In citizenship education, critical thinking helps students move beyond rote learning of civic facts; instead, it emphasizes evaluative skills that are vital for democratic participation (Davies & Barnett, 2015). Critical thinking fosters students to question multiple perspectives, and reflect on the ethical and social implications of their actions (Sant et al., 2018). Critical thinking in a civic context entails learners deliberate in a respectful and reasonable manner about matters that influence society, promoting open-

mindfulness and responsible decision-making. Moreover, analytical skills and ethical reasoning are stressed in citizenship education to help students understand the complexities of social and political issues (Gutmann & Thompson, 1996). Critical thinking is an effort to unveil the truth behind the school ideology that curriculum is everything to revolutionize education. Overall, critical thinking in global citizenship education helps as a foundational instrument for fostering informed, responsible, and ethical citizens, capable of participating thoughtfully in a democratic society (Kjellin, & Stier, 2008). Critical thinking is the primary part of citizenship education. The key competencies in critical thinking are interpersonal, intercultural, and social competencies and civic competence. This competence is defined as a cover forms of behavior that equip individuals to participate in an effective and constructive way in social and working life, in diverse societies, and to resolve conflict (Commission of the European Communities, 2005).

Global Citizenship Education (GCE) teaching is challenging in a complex, diverse, and dynamic world. Teachers' role in promoting GCE is another critical theme in the literature. The studies on preparing elementary teachers as global citizenship educators recommend that teacher education programs must incorporate GCE as a foundational framework to help future teachers negotiate the difficulties of citizenship in a globalized world. Similarly, the transformative role of teachers in fostering global citizenship, emphasizes the need for educators to engage with concepts of democracy, sustainability, and citizenship in their teaching practices (Risberg, 2022). The studies highlight the importance of pedagogical approaches that adapt to the various needs of students in diverse cultural contexts, support the blending of global pedagogy in schools, emphasizing the necessity for teachers to demonstrate clear frameworks that support GCE (Tsuneyoshi, 2017; Yusof et al., 2019). Furthermore, emphasizes the need for teachers to provide meaningful opportunities for students to engage in community-based projects that align with global citizenship principles (Aydın & Cinkaya, 2018). GCE emphasizes the importance of nurturing a global identity, engaging students in meaningful projects, and addressing the challenges inherent in promoting GCE within diverse educational contexts. GCE is important in preparing students for active citizens in a globalized world (Burden, 2023). The operationalization of GCE is a focal point of discussion in literature. The development of the Global Citizenship Scale to measure the competencies associated with global citizenship applicable across diverse cultural contexts (Morais & Ogden, 2011; Pugliese, 2015). Supporters for GCE claim that a civic learning approach empowers individuals to address global challenges through active participation in social, environmental, and political initiatives (Saleem et al., 2022). This perspective further supported the role of social studies education in equipping students with the skills necessary for global citizenship, particularly in the context of international conflicts (Ersoy, 2014). The challenges and criticisms regarding GCE are also reported. The difficulties of teaching critical global citizenship in an increasingly multicultural world, treating the misconceptions and criticisms initiatives have started in GCE globally (Torres & Bosio, 2020)

One important aspect of citizenship education is its role in fostering democratic values and civic engagement among students. Integration of political and social literacy within citizenship education encourages active participation in democratic processes (Arthur, Davies & Hahn, 2008). GCE play role in engaging learners with pressing global issues such as climate change and sustainable development (Nhamo & Mjimba, 2020). The SNC Curriculum for primary and elementary was developed based on constructivism and adopted a cross-curricular perspective in terms of effective and citizenship education. Before the renovations in the curriculum, citizenship issues were touched on through a behaviorist

perspective in *citizenship and human rights* in the 6th and 7th grades. In the current SNC curriculum, social studies, and geography are key courses in which students gain practical knowledge related to citizenship education. The 2020, Social Studies Curriculum (SSC) is designed to raise dynamic and responsible Pakistani citizens. There is a shift from task and responsibility-oriented citizenship to active and democratic citizenship in the new curriculum. New curricula highlight and address relevant issues and attempt to raise global citizenship awareness about global issues. Precious studies designs regarding global citizenship education analysis; A study was designed by Mahpudz (2023) to determine the implementation of the development of global citizenship education in the context of Indonesia. The study method uses library research. The data were collected from documents, articles, manuscripts, and books that are relevant to the focus of the study. The content analysis method was used to analyze the data and information. The findings of study revealed that global citizenship values developed in Indonesia curriculum include; 1) values of social justice and equality, 2) respect for diversity and difference, 3) caring attitude toward the environment and sustainable development, 4) regard for diversity, (5) care for the environment and sustainable development, 6) interdependence,7) conflict resolution, (8) empathy, 9) cross-cultural communication. A study was designed by Hahn (2003) to explore the democratic values and civic engagement levels of ninth-grade students in the US. The study was descriptive using a mixed-method design. A three-stage, stratified, clustered sampling technique was used to select a sample of 2,811 students from 124 schools. The findings of the study revealed that many students express support for democratic principles such as freedom, equality, and justice. However, it also reported a gap between these values and students' perceived ability to take civic action. Furthermore, it suggested that strengthening civic education in school bridges the gap between democratic ideals and civic participation among students. Mahpudz (2023) explored how GCE integrated into Indonesia's national curriculum. The results of the study emphasize the importance of equipping students with global competencies; values, knowledge, and skills necessary to engage in a globalized world. Furthermore, results argued how GCE promotes values like respect for diversity, critical thinking, and social responsibility, which are essential for fostering students' awareness of global issues. The study included analysis of current educational materials, and identifying gaps in promoting global citizenship. It suggests curriculum modifications to better incorporate GCE values into subjects, activities, and school culture. By developing teaching materials and pedagogical approaches that emphasize intercultural understanding and sustainable development, the study aims to support students in becoming informed, responsible, and proactive global citizens. Ahmad (2004) analyzed how Pakistan's social studies curriculum reports concepts like democracy and citizenship in the context of Islam. Researchers argued curriculum aims to instill national identity and Islamic values and less focus on democratic principles and active citizenship education. The results of the study suggested that curriculum reforms encourage critical thinking, tolerance, and civic responsibility within a framework that respects Islamic values to foster a democratic, inclusive society in Pakistan. Hahn (2003) explored the democratic values and civic engagement levels of ninth-grade students. Results of the study reported how young people view democracy and their potential roles as citizens. The findings claimed that many students express support for democratic principles such as freedom, equality, and justice. However, it also revealed a gap between these values and students' willingness to take civic action. It was suggested that strengthening civic education in schools bridges the gap between democratic ideals and civic participation among learners.

RESEARCH METHODOLOGY

Research design is the plan for framing research that involves philosophy, inquiry strategies, and procedures necessary to complete the study (Creswell & Creswell, 2018). The sample of this study consisted of 300 students selected from the district of Lahore province of Punjab by applying a simple random sampling technique. The content validity of the instrument was ensured by five curriculum and subject experts. The reliability was confirmed by calculating Cronbach's Alpha score; of .769.

Data Analysis and Interpretation

The data collected from 300 students of 6th, and 7th grades enrolled in male and female public sector elementary schools in Lahore Punjab were analyzed by employing mean, standard, deviation, and independent samples t-test to make comparisons based on teachers' gender, and locality.

Objective 1

1. Find out the global citizenship education practices teaching in 6th, 7th, and 8th grades of elementary school teachers.

Table 1. Classroom global citizenship education practices dimensions

Global Citizenship		M	SD
Social responsibility practices	Male	3.54	.83
	Female	4.09	.80
Global competence practices	Male	3.31	1.07
	Female	4.05	.80
Global civic engagement practices	Male	3.21	1.07
	Female	4.01	.82
Critical thinking practices	Male	3.49	1.11
	Female	3.99	.88
Overall	Male	3.38	1.02
	Female	4.03	.82

Table 1 revealed that the mean for males was between 3.54 and 3.31, SD was between .83 to 1.07, the mean for females between 3.99 and 4.09, and SD .80 to .88 was for classroom global citizenship education practices dimensions. The overall mean (M) for males was 3.38 and females 4.03 and the standard deviation (SD) for males was 1.02 and for females 82 for classroom global citizenship education practices.

Objective 2

2. Measure the global citizenship education practices by their gender teaching in 6th, 7th, and 8th grades of elementary school teachers.

Table 2. Independent sample t-test on dimension of global citizenship education practices by teachers' gender

Statement	Group	N	M	SD	t	df	Sig
Social responsibility	Male	150	3.54	1.20	1.038	194	.30
	Female	150	3.09	1.09			

Global competence	Male	150	3.31	1.08	2.229	194	.02
	Female	150	3.05	1.35			
Global civic Engagement	Male	150	3.21	1.30	3.525	194	.00
	Female	150	3.01	1.30			
critical thinking	Male	150	3.49	1.14	2.258	194	.02
	Female	150	3.99	1.25			
Overall	Male	150	3.387	1.18	2.26	194	0.08
	Female	150	3.285	1.24			

Table 2 indicated that an independent sample t-test was applied to social responsibility practices. The mean and standard of male (M = 3.54: SD = 1.20) and female teachers (M = 3.09, SD = 1.09.) with R-value 1.038, showed no significance regarding explanatory practices. They indicated that an independent sample t-test applied to global competence practices. The mean and standard of male (M = 3.31: SD = 1.08) and female teachers (M = 3.05, SD = 1.35) with R-value 2.229, showed moderate significance regarding global competence practices. The independent sample t-test was applied to global civic engagement practices. The mean and standard of male (M = 3.21: SD = 1.30) and female teachers (M = 3.01, SD = 1.30) with an R-value of 2.525, showed moderate significance regarding global civic engagement practices. The independent sample t-test was applied to critical thinking practices. The mean and standard of male (M = 3.49: SD = 1.14) and female teachers (M = 3.99, SD = 1.25 with R-value 2.258, showed moderate significance regarding critical thinking practices. The overall results by gender (M = 3.387, SD = 1.18: M = 3.285, SD = 1.24) with an R-value of 2.26, indicated that male teachers were more global citizenship education than female teachers with no significant difference regarding gender.

Objective 3

- Determine the global citizenship education practices by their locality teaching in 6th, 7th, and 8th grades of elementary school teachers.

Table 3. Independent sample t-test on dimensions of global citizenship education by teachers' locale

Statement	Group	N	M	SD	t	df	Sig
Social responsibility	Urban	150	3.357	.735	1.103	194	.271
	Rural	150	3.278	.788			
Global competence	Urban	150	3.298	.858	1.864	194	.054
	Rural	150	3.220	.806			
Global civic engagement	Urban	150	3.214	.859	3.396	194	.001
	Rural	150	3.232	.861			
Critical thinking	Urban	150	3.236	1.107	2.576	194	.011
	Rural	150	3.287	.776			
Overall	Urban	150	3.276	0.88	2.234	194	0.08
	Rural	150	3.179	0.80			

Table 3 indicated that an independent sample t-test was applied to social responsibility practices. The mean and standard of urban (M = 3.357: SD = .735) and rural teachers (M = 3.278, SD = .788) had with R-value of 1.103, showing there was no significance regarding explanatory practices. The independent sample t-test was applied to global competence practices. The mean and standard of urban (M = 3.298: SD = .858) and

rural teachers ($M = 3.22$, $SD = .806$) had with R-value of 1.864, showing there was moderate significance regarding global competence practices. The independent sample t-test was applied to global civic engagement practices. The mean and standard of urban ($M = 3.214$; $SD = .859$) and rural teachers ($M = 3.232$, $SD = .861$) had with R-value of 3.396, showing there was moderate significance regarding global civic engagement practices. The independent sample t-test was applied to critical thinking practices. The mean and standard of urban ($M = 3.236$; $SD = 1.107$) and rural teachers ($M = 3.287$, $SD = .776$) had with R-value of 2.576, showing there was moderate significance regarding critical thinking practices. The overall results locale showed ($M = 3.276$, $SD = .88$; $M = 3.179$, $SD = .80$) with R-value 2.234 that urban teachers were more practicing than rural teachers. The results showed there was a positive significance between urban female teachers regarding locale.

Conclusions

Global citizenship education practices are linked to teachers teaching and learning process. Teachers were more focused on social responsibility practices and critical thinking practices were least in practice. The global citizenship education practices such as global civic engagement practices, and critical thinking practices were less emphasized in exercises of the lessons of textbooks as well as less practiced by teachers in classrooms. The results of the study revealed significant differences between male and female teachers' classrooms and global citizenship education practices for students. Male teachers were practicing more global citizenship education practices as compared to female teachers. Teachers teaching in elementary schools of urban localities were practicing more global citizenship education practices as compared to the teachers teaching in rural schools.

Discussion

Studies show that the global citizenship education practices; participatory, critical thinking, and problem-solving suggested in the textbooks of History work as catalysts to develop social skills and logical reasoning to solve social problems (Ahmad et al., 2015; Dundar, 2013; kuzle, 2018).

Recommendations

It is recommended that global citizenship education more content be included in the SNC of English and History and the content of textbooks elaborated as there is more space for description of these values in different lessons of textbooks. Teachers may provide a democratic environment for learners to practice global citizenship values through social responsibility practices, global competence practices, global civic engagement practices, and critical thinking practices. Teachers' training institutions develop a module on global citizenship education that may be included in teachers training for teachers.

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