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High school students' Perceptions of Global Citizenship in Central Public High Schools: Implications for Teacher Educators

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Abstract

Global citizenship is persistent in the realm of education in the US, as well as in the 21st century, as global issues must be included within the requirements of the dimensions of global citizenship in high school curriculum. This paper describes the results from the Global Citizenship Survey to assess the extent of American high school students' perception of global citizenship. A total 110 students completed measures and 34 students answered open-ended questions regarding global citizenship in spring 2017. The results of this study indicated the importance of global citizenship to raise cultural awareness and a deeper sense of cultural empathy, responsibilities of global issues, and imperatives to become a global citizen for diverse societies. This study offers the components of global citizenship that must be included in the high school curriculum and identifies the need for teachers to cover global issues in their classes that would encourage and enable students to be open-minded and appreciative of each culture for its differences in today's globalized world. Additionally, because the world is changing, schools should prepare students to think critically about global issues using an inquiry-based curriculum.

Keywords: globalization, global citizenship, diversity, multiculturalism, universal values.

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Introduction

In the past several decades, a number of researchers have explored the nature and significance of global citizenship (Banks, 2017; Goren & Yemini, 2016; Hartley, 2002; Lynch, 1992) and educational theorists and scholars of global citizenship education have asserted that global citizenship education in multicultural societies is a phenomenon (Aydin & Cinkaya, 2018; Ibrahim, 2005; Osler & Vincent, 2002). Researchers argued that the concept of ‘education for global citizenship’ is being used with increasing frequency and confidence both in the literature and in public debate (Robbins, Francis, & Elliott, 2003). Within the contemporary global citizenship discourse, the ideas that converge most readily are related to responsibility, awareness, and engagement (Schattle, 2009 as cited in Morais & Ogden, 2011). Global citizenship is defined as “awareness, caring, and embracing cultural diversity while promoting social justice, and sustainability, coupled with a sense of responsibility to act” (Cesario, 2017, p. 60). It has come into prominence in education as most schools are becoming increasingly globalized, interconnected, interdependent, and diverse; a significant role of teacher preparation programs is to prepare its educators and teachers with the knowledge, skills, and dispositions to help all students learn (Davies, 2006; Isin, 2013). The promotion of global citizenship is particularly relevant to discussions about global education or education for peace, democracy and human rights (Osler & Vincent, 2002).

Moreover, Davies, Evans, and Reid (2005) indicated that “citizenship education and global education have, up to this point, occupied very different positions (in terms of tradition, support and practice)” (p. 67). Scholars on global citizenship regularly faced the challenge of supporting diversity, creating a unified national community, and promoting global perspectives through education (Aydin, 2013a; Aydin & Damaci, 2017; Banks, 2017). In addition, the United Nations (2012) and Alanay and Aydin (2016) raised an awareness of the importance of global citizenship and multicultural education in building a better future for all. Furthermore, Davis (2006) emphasized that global citizenship is a confirmation of the direct concern with social justice and not just the minimalist interpretations of global education which are about ‘international awareness’ or being a more rounded person. According to UNESCO (2015), the aim of global citizenship is to equip learners with values, knowledge and skills that are based on and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens.

The world faces global challenges with many issues, such culture, religious, language, and ethnicity which require global solutions. Throughout, global citizenship brings interconnectedness among the people (Banks, 2017) and global citizenship education helps us to become more knowledgeable and appreciative of ourselves as global citizens and issues we face as a global culture (Aydin, 2012; Kaya & Aydin, 2014, 2019; Ogurlu, Kaya, Yalman, & Ayvaz, 2015). In addition, these interconnected global challenges call for far-reaching changes in how we

think and act for the dignity of fellow human beings (Yigit & Tatch, 2017). It is not enough for education to produce individuals who can read, write and count. Education must be transformative and bring shared values to life (Kerr & Cleaver, 2004). Researchers found that today's education is becoming more culturally and internationally diverse as learning moves beyond the walls of the classroom with multicultural education (Turkan, Aydin, & Uner, 2016).

Jett (2013) and Lafer (2014) argued that using schools to promote social changes involved in the production of global citizenship and the knowledge and skills associated with it are not new. Dewey (1916) understood the power schools had to create curriculum and pedagogy that enabled students to think about their place in the world. Moreover, Jett (2013) further addressed that putting policies or vision statements into place without properly preparing school personnel to address particular goals and objects is also not new. Davis (2004) highlighted that most descriptions of education for global citizenship stress the importance of democracy and human rights, if students or individuals are to be educated in and for global citizenship this suggests that they should experience democracy and human rights in their daily lives at school and public sphere—and not just be told about it. This means that individuals must have some role in the decision-making structures of the school.

Throughout the aforementioned literature, educators, teachers, and practitioners who teach social studies and civic education must focus on several areas; first, foundational knowledge that help students to demonstrate knowledge of global issues, processes, trends, and systems. Second is critical thinking and diversity issues that help students to understand and use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems. Third is global citizenship that accepts all cultural differences and tolerates cultural ambiguity for all students from different background (Gunay & Aydin, 2015; James, 2018). In addition, due to these three areas, students will become global citizens who are self-directed, creative, collaborative, caring, and multilingual, and will flourish in a global, competitive 21st century. Moreover, scholars highlighted that global citizenship is too important for a pluralistic society, and educators should consider the many ways in which they can internationally integrate a comprehensive approach to global citizenship throughout the K-20 spectrum of schooling (Israel, Miller, & Reed, 2001).

While increasing access to education is still a challenge in the United States, improving the quality and relevance of education is now receiving more attention than ever, with due emphasis on the importance of values, attitudes, and skills that promote mutual respect and peaceful coexistence (Aydin, Ozfidan, & Carothers, 2017). Hughes and Sears (2008) further stated that global citizenship across the democratic world seeks not only to create national citizenship but also civic agents; citizens are disposed to engage actively in the common life of their communities and nations, such as the United States, where there are several places with a diverse population. In addition, there is growing interest in global citizenship,

signaling a shift in the role and purpose of education to that of forging more just, peaceful, tolerant and inclusive societies. In addition, Davis (2006) pointed out that global citizenship is important to diverse societies because of the multiple cultural identities and loyalties of its citizens. However, in a globalized world, the education system has not adapted to meet the needs of an increasing multiracial, global citizenry, and multicultural populations.

Many studies have been conducted on global citizenship. However, research and our educational experiences continue to limit us, and research shows that there are limited studies on global citizenship, specifically, in perceptions of high school students in the United States. Public schools' curriculum does not provide in-depth information or the tools to understand what is happening in the world, how it affects our lives, the lives of others, or the planet itself. In addition, there are also limited studies on high school students' perceptions on global citizenship education (Andrew, 2017; Aydin, 2013b; Wilder et al., 2017). Given this context, the current study addresses the perceptions and opinions of students enrolled in public high schools in the south central United States regarding global citizenship. This paper explores the students' perceptions on global citizenship, and seeks to identify the implications for developing a social studies curriculum, inclusive of global citizenship education, that would assist students in becoming active and productive global citizens. The research questions guiding the article are as follows: Is there a difference in the mean of the global citizenship scale for gender and the number of languages those individuals speak? What are the perceptions of high school students in south central public high schools on global citizenship education?, How do high school students in south central public school define global citizenship? What type of program must be included in the high school curriculum about global citizenship?

Methods and Data Sources

This study employed a sequential explanatory mixed method design. We collected quantitative data using a survey questionnaire inclusive of demographics (for example, gender, ethnicity and language spoken) and four open-ended questions survey for qualitative data that would be appropriate to determine gender differences (Karakus, 2018; Tashakkori & Teddlie, 2003) in terms of students' attitudes and perspectives on globalization and global citizenship. A quantitative design was the best technique to collect large amounts of data (Creswell, 2014). However, it was limited to the questionnaire variables so it locked students' voices and perceptions and hindered gaining deeper insight into the results (Yin, 2012) of global citizenship. Overall, our research design was easy to implement as several researchers from different geographical locations permitted us to gather statistical data through a survey and explore students' views more deeply using open-ended questions. The only other models that seem to allow for this are the triangulation

and embedded models. Specifically, the embedded model appears to be suitable for collecting concurrent quantitative and qualitative data for answering different research questions such as were on the survey.

Participants

The population represented in this study was high school students in their senior year of high school. Students were chosen to participate through a recruitment effort from two high schools within one school district. This district was chosen because of its student population as well as, the first author’s ability to access and collect data. The survey was sent out to two high schools with a total of 148 students enrolled in school districts in the south central United States. A total of 110 students (60 males and 50 females) completed the quantitative survey and 34 students (16 male/18 female) completed the open-ended qualitative questions. *Table 1* represents the demographic information of the participants.

Table 1. The Distribution of Participants Regarding Genders, Ethnicity, and Languages

| | N (110) | % |
|------------------------------|---------|-------|
| Gender | | |
| Female | 50 | 45.5 |
| Male | 60 | 54.5 |
| Languages spoken by students | | |
| Mother tongue | 21 | 19.1 |
| Two languages | 58 | 52.7 |
| Three or more languages | 31 | 28.2 |
| Ethnicity | | |
| Asian | 44 | 40.0 |
| Hispanic | 19 | 17.3 |
| White /Caucasian | 18 | 16.4 |
| African American | 15 | 13.6 |
| Middle Eastern | 5 | 4.5 |
| Multi-racial | 9 | 8.2 |
| Total | 110 | 100.0 |

Data Collection and Analysis

The Global Citizenship Scale used was originally developed and used by Morais and Ogden (2011). It was calculated using the 10-factor model put forth by Morais and Ogden (2010), which included six first-order factors (self-awareness, intercultural communication, global knowledge, involvement in civic organizations, political voice, global civic activism), three second-order factors (social responsibility, global competence, global civic engagement), and one higher-order factor (global citizenship). A questionnaire was appropriate because it was conducive to measure and analyze a large number of variables. Each item was rated on a five-point Likert scale: Agree strongly, agree, not certain, disagree, disagree strongly. We used the survey instrument through the use of previously

implemented scales with established validity and reliability. The first author contacted the authors of the scales and they granted permission to incorporate the scales into our study. For this study, we excluded the global civic engagement factor since this factor seemed not appropriate for high schools students.

In addition to the survey questions, we developed four open-ended questions and added the survey to clarify the underlying theories that may influence students' perceptions on global citizenship. The questions were open-ended to allow for the accumulation of data related to students' perceptions, and to capture it in their words, therefore increasing the transferability of data (Stein, 2012). After the school board reviewed the study and granted permission, we recruited students for the study. The online survey was sent out to the participants the second week of January and was closed the end of March 2017. Random sampling was used to recruit participants for this study. In the online survey, we mentioned that participation in the study was voluntary. The response rate for the completion of the online survey electronic form was 74% indicating that not all the students chose to participate.

After the data collected, we inputted the information and processed it using IBM-SPSS 22 and the Lisrel Statistical Package for closed-ended questions. To cross-validate global citizenship scales, the first set of analyses examined the structure of the scale items and the internal reliability of the resulting scales. Qualitative data analysis consisted of individual and cross-group analysis to answer the second, third, and fourth research questions: What are the perception of high school students in south central public high schools on global citizenship education? How does high school students in south central public school define global citizenship? What type of program must be included on high school curriculum about global citizenship? All researchers went through each student's response for each question and identified key words/phrases by highlighting and writing down an initial list of tentative categories (Creswell & Plano-Clark, 2011). Later, we used inductive analysis that allowed for patterns, themes and categories to come from the data and summarized and highlighted codes and categories for each individual to develop patterns within and between participants.

Results

Results of Quantitative Data Analysis

The number of languages that students can speak might contribute to the level of global citizenship, but that effect might differ across genders. A two-factor (2 x 3) Analysis of Variance was conducted to evaluate the effects of the number of languages that participants can speak on the mean of global citizenship scale of female and male students. The two independent variables in this study were gender (female-male) and the number of languages (mother tongue, two languages,

and three or more languages). The dependent variable was the score on the global citizenship measure, with higher scores indicating higher levels of global citizenship. The means and standard deviations for the global citizenship measure as a function of the two factors are presented in *Table 2*.

Table 2. Means and Standard Deviations of Global Citizenship Levels

| | Mother Tongue | 2 languages | 3 or more languages | Total |
|--------|------------------|---------------|------------------------|---------------|
| Female | 93.12 (9.74) | 92.96 (10.96) | 103.78 (8.78) | 96.02 (11.14) |
| Male | 77.23 (9.70) | 92.66 (12.08) | 93.11 (9.97) | 89.45 (12.64) |
| Total | 83.28 (12.34) | 92.81 (11.45) | 97.93 (10.75) | 92.43 (12.37) |

* Standard Deviations shown in parentheses

The test for normality, examining standardized skewness and the Shapiro-Wilks test indicated the data were statistically normal ($p=.49$). The test for homogeneity of variance was not significant Levene $F(5, 104) = .61, p = .69$, indicating that this assumption underlying the application of the two-way ANOVA was met. An alpha level of .05 was used for the initial analyses.

The results for the two-way ANOVA indicated a significant main effect for gender, $F(1, 104) = 15.75, p < .001$ indicating that the effect for gender was significant, female students ($M = 96.02, SD = 11.14$) and male students ($M = 89.45, SD = 12.64$) and a significant main effect for spoken languages, $F(2, 104) = 9.31, p < .001$ indicating a significant difference between mother tongue ($M = 83.28, SD = 12.34$), two languages ($M = 92.81, SD = 11.45$) and three or more languages ($M = 97.93, SD = 10.75$) Additionally, the results showed a significant interaction between gender and spoken languages, $F(2, 104) = 4.91, p < .001$ (see *Table 3*), indicating that any differences between the number of languages were dependent upon which gender the subjects were and that any differences between females and males were dependent upon how many languages they speak (see *Figure 2* for a graph of this interaction).

Approximately 29% of the total variance of the level of the global citizenship was attributed to the interaction of gender and spoken languages.

Table 3. Two-way Analysis of Variance for Global Citizenship Levels

| Source | SS | df | MS | F | P | ES |
|------------------|-----------|-----|-----------|---------|------|-----|
| Intercept | 761889.51 | 1 | 761889.51 | 6673.70 | .000 | .98 |
| Gender | 1798.14 | 1 | 1798.14 | 15.75 | .000 | .13 |
| Languages | 2126.71 | 2 | 1063.35 | 9.31 | .000 | .15 |
| Gender*Languages | 1122.86 | 2 | 561.43 | 4.91 | .009 | .08 |
| Within (Error) | 11872.93 | 104 | 114.16 | | | |
| Total | 956596.00 | 110 | | | | |

R2 = .289 (Adjusted R2 = .255)

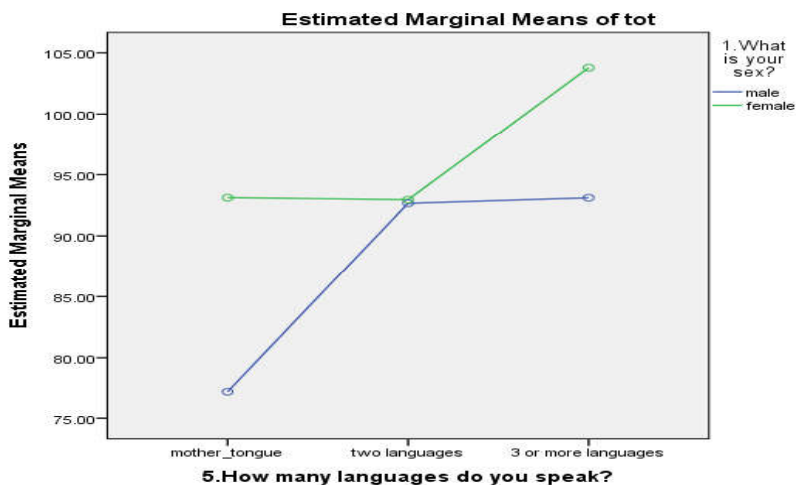


Figure 1. Graph of interaction effect

Figure 1 shows that for male students, knowing a second language leads to a rapid increase in global citizenship but the global citizenship stays stable when they know three or more languages. On the other hand, the figure shows a reverse tendency for female students. When they know three or more languages, the global citizenship scores increase rapidly.

Results of Qualitative Data Analysis

The analysis of the open-ended questions was based on students' responses from survey questions. The first question was "How do you define global citizenship education?" The second question was "What are most common terms for global citizenship?" Question three was "How can someone be a global citizen?" Question four was "What type program must be included on high school curriculum about global citizenship? And the final question was "What happens in the classroom when teachers teach about global citizenship education?"

Q1: How do you define a global citizenship? And write five different words about global citizenship.

The particular relevance of the concept of global citizenship is related to globalization, internationalization, universal values, diversity, responsibility, empathy, and culture defined by students. A vast majority of the students defined global citizenship "global or international" (respectively, 23), "culture" (20 times), "diversity" (18 times), "universal values" (16 times), "empathy" (15 times), and "responsibility" (12 times), followed other highlighted words "unity",

“community”, aware and knowledgeable”, “equality” and “world participants” stated in the survey. Students went beyond describing a global citizenship as someone who understands the different cultures or someone that has respect or an appreciation of diversity. Cesario (2017), indicated that becoming aware of global trends and issues is the first step in understanding one’s position and role within a larger global context. Additionally, the knowledge and understanding elements of global citizenship, described by Oxfam (1997) ‘basic human needs and rights and responsibilities as global citizens’, ‘cultural and other diversity within societies’, ‘respect universal values (Aydin, 2012; Figueroa, 2000; Kaya Y, 2015), ‘develop a critical approach on inequality and injustice within and between societies’ (Aydin & Damgaci, 2017), ‘aware, acknowledgeable, and understand with increasing global issues (Aydin, Ozfidan, & Carothers, 2017), and the ‘to develop the key elements of empathy and unity for global citizenship’ (Banks, 2008; Ibrahim, 2005; Lafer, 2014). Thus, the findings obtained in line with the purpose of the study after analyzed students’ responses on global citizenship as the related terms included in *Figure 2*.

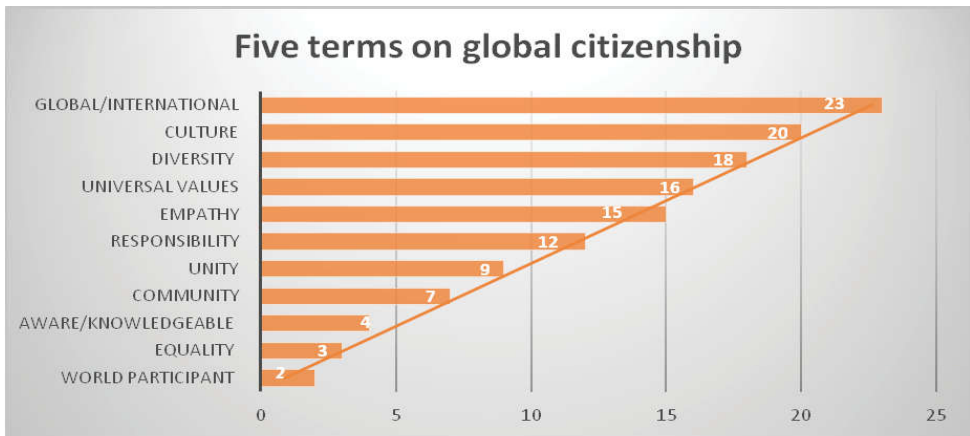


Figure 2. Students’ definition of global citizenship

Based on students’ definition on global citizenship, several scholars were supported including Oxfam (2015) who saw the global citizen as someone who is aware of the wider world and has a sense of their own role as a world citizen, respects and values diversity, has an understanding of how the world works, is passionately committed to social justice, participates in the community at a range of levels, from the local to the global, works with others to make the world a more equitable and sustainable place, and takes responsibility for their actions (Banks, 2008, Ibrahim, 2005; Lynch, 1992; Osler & Vincent, 2002).

Moreover, the high school students seemed quite comfortable defining global citizenship, often referring to their own experiences shaping their conceptions of the term. Students defined global citizenship as: (1) Someone who is a citizen

of global society; (2) Someone who is a part of a world community or someone who is submerged in diversity; (3) Being an active member of the world and doing something to benefit someone; (4) Being a good citizen and responsible for the countries; (5) Incorporate yourself into other cultures; (6) Being a good person and to help others; (7) Active membership of the global world or being a world participant; (8) When someone is embracing and engaging on today's changing society; (9) Meaning you are a citizen in multiple countries and states; (10) Someone who is a part of a world community.

The definition or key terms of global citizenship inferred from students' statements involves an understanding of the dynamic nature of pluralistic society. Thus, students' definitions of global citizenship, generally fall under the 'soft' understand and respect other cultures which is also better described "being a good citizen for global society", "being a member of global community" and "awareness of diversity" that the meaning of their perceptions of global citizenship are deemed universally accepted. Globalization and citizenship also are terms that have become a part of public as well as academic discourse (Demaine, 2002) and learning about other cultures has become more than only a necessity that support students' opinion (Aydin & Cinkaya, 2018; Banks, 1997; Faltis, 2014). In addition, Oxfam (2006) stated that a global citizen respects and values diversity, as well as realizing the presence of a wider world and understanding how it functions and taking responsibility for their actions, global citizens know their role as a world citizen (Nanackchand & Berman, 2012), and thus play an active part in the community, both locally and globally.

The concepts ascribed by students to their conceptions of global citizenship seem closely related to the extent to which they perceive global citizenship to respect with universal norms: (1) A citizen who is globally aware and knows, understands, and respects other cultures; (2) Global citizenship is having awareness of global issues and cultural sensitivity; (3) It is when you learn and develop all cultures within the globe and work towards citizenships in country; (4) A global citizenship is someone who is a good person and helps other in people around the world and develop a critical concept with inequality; (5) Global citizenship is being aware of different culture while being a citizen of your home nation but also being an active citizen all across the world and show our responsibility within the world because we are part of the global society; (6) A global citizenship is a citizenship of world, understanding and explore other cultures; (7) Global citizenship is acting as a person who is knowledgeable and contributes to all of the relations forming in our interconnected world; (8) A global citizen is that who acts in a way that action in communities other than their own and seek understand diversity and also support to be united in a pluralistic society.

These conceptions of global citizenship, which is representative of the view expressed by the high school students as a whole, reflects the view long advocated by other scholars who link global citizenship, respect other cultures, understand diversity, and have an awareness of global issues and cultural

sensitivity with global open-mindedness and develop a critical concept with inequality (Goren & Yemini, 2016; Schattle, 2009). For example, Banks (2008) also criticized this humanistic model of global citizenship for lacking a proper framework enabled students to develop critical conceptions targeting inequality. Based on students' definition on global citizenship, Veugelers (2011) distinguished three categories of global citizenship: open global citizenship, which recognizes the interdependence between nation-states in the global age and recognizes opportunities for cultural diversification; moral global citizenship, based on equality, human rights and an emphasis on global responsibility; and sociopolitical global citizenship, which seeks to shift the balance of political power to promote equality and cultural diversity (as cited in Goren & Yemini, 2016: 832-834).

How can someone be a global citizen?

Students highlighted the important factor to be a global citizenship. Almost all of students emphasized the positive way of responding this question to pursuing a path of global citizenship where underlined that global citizens see ourselves as part of an emerging global community and are committed to helping build diverse communities within universal values and practices: (1) Be aware of what is happening in the world and participate in it or travel to some countries to learn more about them; (2) Be aware of people's different culture but at the same time to not judging nor expressing preference to one and well informed on their own culture as well as others; (3) By accepting the changes and differences in society, for instance, different gender by embracing it and understand their values; (4) Educating ourselves, having open-minded and be good to everyone and by treating them very respectfully; (5) By participating and involving in different groups and impacting it positively; (6) Someone can continue practices and values to a world community. They interact and spread knowledge on global level; (7) Participating in worldwide discussion and issues is one way to become a global citizen. By contributing the values of your own culture and respecting and listening to the values of other cultures benefits everyone as a whole. Bringing your own perspective to the global level helps everyone grow; (8) Someone can be a global citizen by learning about others before to make judgement about them. This helps prevent single stories and stereotypes.

Students embrace the ideas from "being a global citizen" to participating or contributing a global issue who revel in diversity and seek solutions to the challenges for today's pluralistic society means individuals are committed to helping build global community's values and practices. Clark's (2017: 1) study is also support students' responses and stated that a "global citizen is an individual who is aware of the world and has a sense of their role in it; respects and values diversity, and is knowledgeable of and works against social injustices; has an understanding of the world, and participates in communities at all levels from local to global" In addition, Heater (1997)' argued that being a global citizen varies from a vague sense of belonging to a global community to a more specific global polity that collectively enforces legal and human rights and responsibilities

for global issues which also would break stereotypes about other cultures and societies. Students underlined the aim to promote diversity, to educate ourselves, to understand other people's values, and to be open-minded would help in the fight against prejudice and xenophobic stereotypes. Moreover, traveling to other countries and learning about others' cultures and norms does create an awareness (Alexdander, 2013) and involving and participating in different societies to help individuals there would assist in developing global skills and perspectives that would assist individuals in being aware of and acknowledging other cultures. In this context, Aydin (2013) emphasized that learning respect for cultures different from one's own is not just for a better understanding of the multicultural society we live in, but for the fact that this hybrid society is itself engaged in various linguistic and cultural linkages outside (Davies, 2005).

What type of program must be included in the high school curriculum about global citizenship?

An increasingly globalized world has raised questions about what constitutes meaningful. Global citizenship as well as about its global dimensions (UNESCO, 2015). The important tensions defined by the students about global citizenship that must be included in curriculum were specifically 'culture', 'social justice', 'world history', 'global studies', 'multiculturalism', and 'diversity'. Proponents argued that growing interest in global citizenship has resulted in increased attention to the global dimension in citizenship education as well, and the implications for policy, curricula, teaching and learning (Albala-Bertrand, 1995; Banks, 2004; Merryfield, 1998, Peters, Britton, & Blee, 2008). The concepts emphasized by students pertaining to their definition of global citizenship seem closely related to scholars' work on global citizenship curriculum: (1) Global studies must be included in high school curriculum; (2) The important concepts for high school's curriculum; world cultures, global studies, study abroad, world history; (3) Diversity classes would refresh people about others and give people an idea of what global citizenship actually is; (4) Programs on diversity must be included in curriculum to explore them on different cultures without bias or judgement; (5) Multiculturalism or inclusion programs must be included; (6) The type of programs that must be included on high school curriculum about social justice, diversity, and global issues.

Students outlined the key principles to be included in curriculum about global citizenship were ways of the thinking and behaving. It is an outlook life, a belief that we can make difference and make the world better place for all people. Banks (2004) outlined that global citizenship empowers individual human beings to participate in decisions concerning their lives, including social justice, diversity, culture, multiculturalism, and global issues in which they live, and expressed through engagement in the global communities of which the individual is a part, at the local, national and global level. The principles emphasized by students are the most important components of high school curriculum that serve a visionary function in it; a rallying point for all curriculum activities (Deniz & Ersoy, 2016;

Zahabioun *et al.*, 2013). In the comprehensive and known curriculum designed by Oxfam (2006), three components including knowledge and understanding, skills and values and attitudes play key roles in upgrading a responsible global citizenship. These components which were identified by students concludes by considering how teachers and educators might build upon these curriculum programs and resources for global citizenship to prepare students to live in contexts of global change, interdependence and diversity and to shape the future of globalization (Ibrahim, 2005). Thus, this study shows that although the high school students apparently embraced the promotion of global citizenship through curriculum, the concept is conceived mostly in terms of learning about the other, which is inadequate in fostering empathy and identification or any critical thinking regarding global issues, according to leading scholars in the field (Banks, 2008; Schattle, 2008).

What happens in the classroom when teacher teach about global citizenship?

As educators, we know that many teachers aspire to provide such a global citizenship education but, given the complexity of the issues and all the other challenges that teachers face, it can be difficult to work out where to start in translating these aspirations into everyday classroom practice. The idea in teaching global citizenship to high school students in the 21st century is not to teach global issues in every lesson, but simply to be aware of where you can make global connections (Oxfam, 2015). Students underlined that teaching global citizenship will be helpful to all individuals in viewing themselves as citizens of the entire world and understanding about different issues in globally: (1) Teaching global citizenship in class will help students be knowledgeable about other cultures around the world then become more aware about the differences of people and the similarities of cultures; (2) Students will have a positive view of diversity and will be more successful at the intercultural interactions in a globalized world; (3) Help students to be aware about universal issues and differences across the cultures. It help to live with other people side by side in multicultural society; (4) Students will be open-minded and will become a member of diverse and global society; (5) Students will be understand to how become a global citizen; (6) Students will avoid stereotypes and will be appreciated one another.

Students stressed their belief that if teachers would teach the principles of global citizenship in their classes the learners would become global citizens who would understand other cultures and be knowledgeable about global issues. Oxfam (2015) believes that learners are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter and to create the kind of world that they want to live in. Oxfam (2015) further highlighted that the focus is on exploring what links us to other people, places and cultures, the nature and equality of those relationships, and how we can learn from, as well as about, those people, places and cultures.

Ibrahim (2005) questioned what we know of teachers' existing practices and orientations in global citizenship. In a study of 200 teachers in UK, Robbins et al. (2003) found that teachers were selective about which aspects of the world studies curriculum they included in their classroom practice. They were comfortable with teaching about the environment and other cultures and concentrated on the self-esteem building, interpersonal and cooperative element of the world studies approach that would promote good citizenship to teaching global citizenship components (Davies et al, 1999). Given, as students highlighted, that most descriptions of education for global citizenship stress the importance of democracy and human rights (Damgaci & Aydin, 2018; Davies, 2004; Ibrahim, 2005; Lafer & Aydin, 2012), if students are to be educated in and for global citizenship, e.g., will be aware universal values, have a positive view of diversity, will avoid racism, stereotypes, and will be open-minded and appreciate one another, these principles suggest that students should experience democracy, social justice, and human rights in their daily lives at school - and not just be told about it. Almost all students believe that it is important to learn about global issues at school and that young people need to understand global matters in order to make choices about how they want to lead their lives in the future.

Conclusion

This study's analysis highlights the perceptions and opinions of students studying at local public schools at the Southwest regarding global citizenship. Although global citizenship is a highly contested and multifaceted term (Schattle, 2009), the issues raised by students about global citizenship education, global awareness (understanding and appreciation of one's self in the world and of world issues), understanding of rights and responsibilities for global societies and respect for other cultures, developing relevant skills and universal values or knowledge and understanding of global issues, and developing knowledge and understanding of global citizenship issues such as cultural diversity, multiculturalism, social justice, and diversity in the context of a human rights framework of values. Teaching global citizenship in high schools will foster interest in the minds of the youth to know, understand and experience other languages, religion and cultures (Arslan, 2016; Stoner, et al., 2014). Students also stressed the importance of solidarity for achieving an appreciation for one another. According to Launsky-Tieffenthal (2014) and Halpern (2017), the world needs to be united to resolve global problems, and the key for discussing and advancing ideas for global citizenship is education. Thus, schools should aim to promote global oriented programs for their students in order to prepare them for the future. Ibrahim (2005) underlined that this is more likely to facilitate understanding of the complexity of global issues, promote dialogue and discussion between and within different groups and allow opportunities for reflection on values.

The high schools in this study were culturally diverse, and the students' responses portrayed an awareness of belonging to a school and society comprised of persons of different backgrounds. However, the students' responses from the survey indicate that even though they are aware of the issues surrounding diversity and global citizenship, they recognize the need to further understand their role as an individual and their role among others to ensure equality and appreciation for all members. Their expression for the need of global citizenship curriculum implies that they seek to attain the foundations from classroom learning and experiences. Thus, school district leaders may identify a need to offer professional development and training for teachers to enable them to incorporate a global citizenship curriculum into the content areas, as well as to encourage teachers to model behaviors that promote social justice and respect for diversity.

For global citizenship to become an entitlement for all students, the principles of global citizenship need to go beyond the curriculum to support learning (Oxfam, 1997). The advisory group on citizenship and the teaching of universal values and global issues in schools also noted that schools need to consider to what extent their ethos, organization and daily practices are consistent with the aim and purpose of citizenship education and provide opportunities for pupils to develop into active citizens (Aydin & Kaya, 2017; Ibrahim, 2005). Students also embraced that while teaching global citizenship issue in class, teachers need to provide meaningful opportunities for students to actively participate in school and community-based activities and projects related to global citizenship. Student's experiences of citizenship within the school and local community influence their commitment to values of 'social justice and equity' and 'respect for diversity' as global citizens (Douglas & Wade, 1999; Ibrahim, 2005). The concept of global citizenship implies a shift towards more inclusive understandings of citizenship and suggests a need to reinterpret the objectives of citizenship education. In the context of global interdependence there is a need to develop a vision of global citizenship education that encourages critical understanding of and respect for human rights and responsibilities. The results of this current study suggest that teachers who teach in high schools would benefit from additional materials and resources to aid in infusing the curriculum with global citizenship and related concepts.

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