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# مؤشرات المواطنة العالمية لدى طلاب الدراسات العليا بكلية التربية بجامعة الملك سعود

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#### ملخص الدراسة:

تهدف هذه الدراسة إلى تحديد مدى نجاح مؤسسات التعليم العالي في المملكة العربية السعودية في غرس سمات ومهارات المواطنة العالمية لدى الطلاب، وقياس الجاهاقيم نحو المواطنة العالمية بناءً على متغيري الجنس والمستوى التعليمي. استخدمت الدراسة مقياس المواطنة العالمية، الذي طوّره مورايز وأوجدن، والذي يركّز على ثلاثة أبعاد رئيسة: المسؤولية الاجتماعية، والكفاءة العالمية، والمشاركة المدنية العالمية، وذلك للتعرف على مؤشرات المواطنة العالمية وتقييمها. وقد أُجريت الدراسة على طلاب الدراسات العليا بكلية التربية في جامعة الملك سعود، حيث تم جمع البيانات من خلال ٢٤١ استبانة، وأظهرت النتائج أن الطلاب تبنّوا مفهومي المسؤولية الاجتماعية والكفاءة العالمية بدرجة جيدة، في حين عبّروا عن عدم الاتفاق مفهومي المسؤولية الاجتماعية والكفاءة العالمية بدرجة تعيدة، في حين عبّروا عن عدم الاتفاق و عدم القدرة على الارتباط ببعض عناصر المشاركة المدنية العالمية، كما لم تظهر فروق ذات دلالة إحصائية في تصورات الطلاب للمواطنة العالمية تعزى إلى الجنس أو المستوى التعليمي، وبناءً على هذه النتائج، توصي الدراسة بضرورة تعزيز عناصر المشاركة المدنية العالمية ضمن المناهج الدراسية، بحدف تعزيز فهم الطلاب وارتباطهم بمذا الجانب من جوانب المواطنة العالمية.

الكلمات المفتاحية: المشاركة المدنية العالمية، الكفاءة العالمية، المسؤولية الاجتماعية.

# Indicators Of Global Citizenship Among Graduate Students At King Saud University's College Of Education

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#### Abstract:

The aim of this study is to determine the extent to which higher education institutions in Saudi Arabia succeed in imparting global citizenship traits and skills to students, and to measure students' attitudes toward global citizenship based on gender and level of education. The study uses Moraes and Ogden's Global Citizenship Scale, which focuses on three dimensions: social responsibility, global competence, and global civic engagement, to identify and evaluate indicators of global citizenship. The research is conducted among graduate students at King Saud University's College of Education, with data collected from 146 surveys. The findings indicate that students embrace the concepts of social responsibility and global competence, while showing limited agreement or connection with some elements of global civic engagement. Furthermore, no statistically significant differences in perceptions of global citizenship appear based on gender or level of education. Based on these findings, the study recommends strengthening the integration of global civic engagement into the curriculum to enhance students' understanding and engagement with this dimension of global citizenship.

key words: Global Civic Engagement, Global Competence, Social Responsibility.

#### المقدمة:

The world has transitioned into a global village due to communication and advancements in technology. Consequently, now people are connected in ways that allow them to share similar interests than at any other time in history. At the same time, people have become more aware of the needs of their community, and have developed skillsets and characteristics that have made communities fairer and more sustainable for the nation. In the context of Saudi Arabia, the Human Capacity Development Program—one of Vision 2030 pillars emphasizes cultural communication, citizenship in all its forms, coexistence, and international interaction foundational elements for national development. These goals align with the objectives of the Council of University Affairs, which support the integration of global citizenship concepts into higher education to prepare students for international engagement. In line with this direction, King Saud University, as a non-profit institution connected to the Royal Commission for Riyadh, has outlined strategic goals that emphasize educational excellence, cultural openness, and global participation. The idea of global citizenship stands in contrast to the traditional idea of nationalism, whereby individuals' identities are tied to their countries of origin. This idea of global citizenship has contributed to the proliferation of interest in Saudi Arabia and has made significant efforts in higher education institutions.

Global citizenship focuses on making responsible contributions to the global society and economy. The concept of global citizenship refers to awareness of the relationships among people, societies, and environments across the world (Victoria State Government, 2022). Such awareness serves as a benchmark for evaluating whether graduate students in Saudi universities are developing a sense of interconnectedness beyond national borders. understand the concept of global When students citizenship, they become more respectful of seminal universal values, such as peaceful existence, sustainability, and human rights (Victoria State Government, 2022). This connection between understanding and values raises the question of how deeply these concepts are embedded in the curriculum at King Saud University, and whether students internalize them or simply encounter them in theory. Global citizens respect and appreciate diversity, and, hence, participate in their communities at every level, from the local to the international. For an individual to become a global citizen, they must develop important skills such as decision-making, problem-solving, critical thinking. collaboration communication. and (Global International, 2022). These skills align closely with those outlined in Vision 2030's educational priorities, but it remains to be seen whether students perceive themselves as equipped with such competencies.

Saudi Arabia has made numerous efforts to promote global citizenship, the main one having been the introduction of global citizenship education (GCED) concepts in the curricula of various countries. For example, initiatives under Vision 2030 have emphasized the need for intercultural communication and engagement with global issues in higher education. The Tatweer educational reform program aimed to modernize teaching methods and curricula with a focus on international standards

(Allmnakrah & Evers, 2020). In addition, partnerships with international organizations such as UNESCO have helped integrate values like tolerance, sustainability, and human rights into school and university programming (Allmnakrah & Evers, 2020). A notable transformation can also be observed at the King Abdulaziz Center for Cultural Understanding, which has become a hub for promoting dialogue between cultures and enhancing citizens' awareness of global issues through educational outreach and engagement programs. However, the idea faces several challenges, in particular the sense of patriotism that remains entrenched in many people (Ghosn-Chelala, 2020). Global education remains an essential consideration given that the attainment of global citizenship is a priority for higher education (Horey et al., 2018). Hence, this study seeks to identify and evaluate indicators of global citizenship among graduate students at King Saud University (KSU)'s College of Education. Saudi Arabia has been a major advocate of global citizenship since the King Abdullah bin Abdulaziz International Centre for Interreligious and Intercultural Dialogue committed itself to inclusive education during a regional conference on GCED in Rivadh in 2020.

# **Research Problem and Objectives**

Although the idea of global citizenship has been around for over three decades, the number of studies investigating its implementation in many educational curricula has been limited. In particular, empirical research on how global citizenship education (GCED) is implemented within Saudi Arabian universities is still scarce, despite national reforms encouraging its inclusion (Horey et al., 2018; Marghalani, 2017). Hence, the objective of this study is to

evaluate the ways in which the implementation of GCED at KSU's College of Education has promoted the development of global citizenship traits among students.

It is vital to understand the effectiveness of educational curricula and its weakness and inadequacies exhibited in the Saudi Arabian higher educational systems. Studies have shown that students in the region often lack engage with global opportunities to perspectives, particularly in engagement, areas such as civic international intercultural communication. and (Ghosn-Chelala. collaboration 2020: Yemini Furstenberg, 2018). GCED in Saudi Arabia has developed incrementally. For instance, students have not been equipped with the skillset needed to become global citizens, which has resulted in the entry of people into the job market who lack the flexibility and adaptability to work in a culturally diverse environment.

Moreover, the continued globalization of cultural activities has turned the world into a smaller place where everyone enjoys the benefits of an environment conducive to learning and suffers the consequences of any instability in educational curriculum. This is especially relevant for Saudi Arabia's Vision 2030 that emphasizes the development of globally competitive citizens prepared to participate in international markets and (Allmnakrah & Evers, 2020) Thus, it has become a collective duty for global citizens to play their respective roles in creating the ideal situations for learning. The lack of global citizenship traits or skills among many Saudi Arabian students' needs to be addressed through educational research to ensure culturally diverse citizens. Therefore, this study aims to contribute to the existing

literature by offering evidence from within a Saudi higher education institution, which remains an under-researched context in global citizenship discourse.

### **Study Aim and Rationale**

This study aims to determine how fully major Saudi educational institutions have adopted the idea of GCED. Saudi Arabia has become a notable player in global politics and the global economy, given, especially, its oil wealth and its influence in the Gulf region. The country has also witnessed a significant change in its economy due to globalization, and, as it seeks to improve the quality of its human capital through education it must consider the idea of global citizenship. Saudi Arabia's influence on the Gulf region positions it as a role model to the region's other nations in terms of the development of global citizenship skills for improving the world to be more culturally diverse. The most effective approach to accomplishing this is to impart college students. Accordingly, this study seeks to evaluate the extent to which the country's higher education institutions have influenced the development of citizenship qualities among their learners. Essentially, the exploration of this matter is aimed at providing a quantifiable idea of the effectiveness of GCED in the nation. This information is considered vital to the country's curriculum developers and academicians, as global citizenship skills are essential to the development of a peaceful and sustainable educational system in Saudi Arabia.

### **Research Questions**

This study is guided by the following research questions:

- RQ1. What are KSU college of education students' attitudes towards social responsibility?
- RQ2. What are KSU college of education students' attitudes towards global competence?
- RQ3. What are KSU college of education students' attitudes towards global civic engagement?
- RQ4. Do KSU college of education students' attitudes towards global citizenship differ according to gender?
- RQ5. Do KSU college of education students' attitudes towards global citizenship differ according to level of study?

#### **Literature Review**

Globalization refers to the fast, free movement of people, services, goods, and knowledge across national borders over the entire globe (Al'Abri, 2011). This accelerated "supersonic by movement has been information and communication transformation in technology" (Pacho, 2020:276). As such, globalization has influenced all aspects of contemporary life around the world. Additionally, due to this movement, technological distances have been greatly reduced due to major developments in communication, and different parts of the globe are now more dependent on one another. For example, educational teaching methods are influenced by globalization. In traditional teaching methods and educational content, the learner is isolated from rapid changes that occur around them, and results in the learners' inability to interact with global changes. Thus, it has become necessary to extend the concept of citizenship beyond local contexts to a global one. As the former United Nations (UN) Secretary General Ban Ki-moon asserted, "education is about more than literacy and numeracy, it is

also about citizenry" (United Nations, 2012:12). He later explained that "education should give learners a profound understanding that we are tied together as citizens of the global community, and that our challenges are connected" (UNESCO, 2015:14).

These educational shifts are not occurring in isolation. Around the world, education systems are adapting to globalization by incorporating themes such as intercultural competence, global awareness, and digital responsibility. For example, countries in Europe, Asia, and the Americas have revised their curricula to include global citizenship education and digital literacy as core components (UNESCO, 2015; Liu & Liu, 2021). These efforts reflect a shared recognition of the need to prepare students for an interconnected world. This trend is mirrored in Saudi Arabia, where efforts such as Vision 2030, the Tatweer reform program, and the Riyadh Declaration aim to align national education strategies with global standards. These parallels demonstrate that the challenges and solutions related to global citizenship and education are increasingly shared across borders, highlighting the importance of studying how these concepts are being localized and internalized in Saudi universities.

As reflected in the 2020 Riyadh Declaration, which was the product of a regional meeting on citizenship education and human values, Saudi Arabia has made GCED a priority. One of the declaration's key items was to focus on developing policies for instilling GCED values and practices into practice. As the Riyadh Declaration is still relatively recent, there is dearth of empirical research exploring concepts related to global citizenship or GCED

as perceived by Saudi educational stakeholders—especially teachers.

Jones and Mitchell (2016) sought to create both a definition and a representative measure of digital citizenship. However, because their data was gathered from six schools in one state, digital citizenship did not represent the diversity of American youth. Additionally, digital citizenship is correlated to discoveries that may have been connected to or impacted by "social desirability and socio-economic differences" (Jones & Mitchell, 2016:2076). Digital citizenship could be addressed by further research. Lastly, their research did not investigate participation in or degrees of commitment to civic outreach and respectful offline behaviours; these matters could provide deeper insight into the virtues and values held and lived out by students (Jones & Mitchell, 2016:2076).

Marovah (2019) contributes to the discussion by exploring the importance of including citizenship education in the school curriculum. The article evinces the different dimensions in which the concept taps on including human rights and global citizenship. As an advocate for citizenship education, Marovah (2019) articulates that its incorporation in pedagogy advances social justice, democratic values, and human capabilities. Both digital and global citizenship lead to the formation of universal code of conduct that respects the diversity of each individual.

Today, there is a growing movement for digital citizenship education in schools. While all aspects of digital citizenship are important, Jones and Mitchell (2016) recommend two distinct focuses for developing skills with youth: (1) using respectful online behaviour and (2)

practicing online civic engagement (p. 2064). In their results, youth who scored higher on the online respect subscale also reported fewer incidences of online harassment (as both victim and perpetrator) and were more likely to perform bystander acts to help someone who was being targeted online. Those who scored higher on the online civic engagement subscale also reported fewer instances of harassment (as both victim and perpetrator) and were also more likely to act as bystanders for others (Jones & Mitchell, 2016:2074).

Liu and Liu (2021 articulate the specific factors that influence digital citizenship in schools, primarily affecting educators in China. Accordingly, the level of digital citizenship depends on the aspects including internet selfefficacy, internet use behavior, and internet attitudes. Students can obtain higher levels of digital citizenship if they form an intense behavior of network usage. Liu and Liu (2021) postulate that demographic factors, such as age, gender, or the subject in pedagogy can influence a person's internet self-efficacy. In addition, the level of digital citizenship depends on the individual's internet attitude. Learners can become digital citizens by forming positive perceptions of the significant of network to the society and life. While the digital advancement evinces both negative and positive impacts, considering it as a tool of social growth improves an individual's digital citizenship level.

James, Weinstien & Mendoza, (2019) and the Educating with Digital Dilemmas (EDD) project collected survey data from over 1,000 educators across the United States and 80 across 24 other countries in 2017 and 2018. These participating educators worked in urban, rural, and suburban locations and public, private, and faith-based

school communities, with a diversity of socioeconomic, racial, ethnic, and religious groups in all locations (James et al., 2019). Over 2,000 parents and 1,500 youth (grades six through 12) were also surveyed, however, only 500 of the surveys were referred to in the report. James et al. (2019) sought for further research and is currently being conducted.

Digital citizenship and character education must meld together, discussing, practicing, and developing moral and civic character with and among future generation leaders. To do so, educators must first create the conditions for developing community-based value and include not only town councils and school boards, but also students, as they deserve a voice in communicating their needs and wishes for developing character in a digital age, one in which they have much knowledge to share with the adults in their lives (Ohler, 2011b:26). This act encourages open conversation and a sense of responsibility to the communities. These developments reflect a broader global trend in which education systems, regardless of whether in North America, Europe, Asia, or the Middle East, are rethinking their approaches to moral and civic education. In response to the pressures of globalization and digital transformation. and as they face similar challenges such as online behavior, civic disengagement, and cultural fragmentation, countries increasingly integrating character digital and citizenship education into their national curricula demonstrating convergence in global educational priorities.

# Global Citizenship and Global Citizenship Education (GCED)

In its guide for teachers, UNESCO (2015) defined global citizenship as a "sense of belonging to a broader community, beyond national borders, that emphasizes our common humanity and draws on the interconnectedness between peoples as well as between the local and global. Global citizenship is based on the universal values of human rights, democracy, non-discrimination and diversity. It is about civic actions that promote a better world and future" (p. 6). The 2020 Riyadh Declaration stated that it would use the UNESCO publication on global citizenship education as a benchmark for global citizenship.

According to Morais and Ogden (2011), global citizenship has three dimensions: 1. social responsibility, for instance, awareness of global justice and disparities, altruism and empathy, global interconnectedness, and personal responsibility; 2. global competence, which includes self-awareness, intercultural communication, and global knowledge; and 3. Global civic engagement, which includes involvement in civic organizations, political voice, and global civic activism (p. 447).

There is no unanimous agreement as to how to define GCED. It can be either soft, which entails focusing on universal understanding of cultural tolerance, or critical, which focuses on engaging and coping with the complexities and multidimensionality of the world (Yemeni & Furstenburg, 2018).

Global citizens require intercultural understanding to embrace diversity in the process of learning. Meier (2007) endorses the e-learning application as the modern way of attaining global citizenship. The application of information communication technology improves interaction between society members, addressing the cultural barriers. The internet provides readily available information that advances peer learning to support global citizenship attainment. E-learning promotes cultural diversity through features that prompt self-reflection and inform the cultural similarities and differences embedded in global communities.

The Maastricht Global Education Declaration, however, defines GCED in comprehensive terms: "Global education is education that opens people's eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity, and human rights for all. Global education is understood to encompass development education, human rights education, education for sustainability, education for peace and conflict prevention and intercultural education" (North–South Centre, 2002:2).

Peer learning complements global education by displaying the social issues affecting global communities. Moolman et al. (2020 assert that peer education fosters a person's prosocial behaviors and their knowledge and decision-making on healthy habits. The concept of global citizenship embraces student-centeredness by viewing them as active agents that bring their diverse ideas, knowledge, and experiences together to influence peer learning (Guro and Weber, 2010). Thus, as global citizenship molds learners to embrace the intercultural differences, it should also portray the social challenges to influence student-teacher relationships, school leadership, and the order and discipline of the learner.

In this context, the learner is not only a passive recipient of knowledge but an active participant in shaping their educational and social environment. Global citizenship education supports the development of the learner's identity in relation to their peers, local culture, and broader global community. This is especially relevant at King Saud University because it hosts students and faculty from diverse cultural backgrounds. It is a natural environment for the practice of GCED values, such as respect, empathy, and intercultural dialogue. When these traits are fostered, GCED echoes the broader goals of Saudi Arabia's Vision 2030. GCED's objective, as stated by UNESCO (2015:15), is "to be transformative, building the knowledge, skills, values, and attitudes that learners need to be able to contribute to a more inclusive, just, and peaceful world. citizenship education Global takes multifaceted a approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding, and aims to advance their common objectives." GCED goals seek to prepare citizens to contribute meaningfully in interconnected global society while maintaining a strong sense of national identity and shared values.

The concept of global citizenship increasingly intersects with that of digital citizenship as technology reshapes how individuals learn, communicate, and engage with societal issues. Digital platforms have become central venues for civic participation, intercultural dialogue, and advocacy (Pacho, 2020). While digital citizenship traditionally focuses on responsible behavior in online spaces, including respect, digital literacy, and safe internet

use, it also serves as a medium through which global citizenship values are enacted (Pacho, 2020). In this context, digital citizenship is not a separate domain but a functional extension of global citizenship, especially among youth. Therefore, discussions of digital citizenship in this study are intended to complement and deepen the understanding of how students may experience and express global citizenship in a digitally connected world.

#### The Saudi Context

The Saudi education system is perceived by Saudis' as something unique because it is centralizes and prioritizes Islamic content in its curricula (Marghalani, 2017). In fact, the evolution of the Saudi educational system is geared/directed preserving towards the nation's roots/origin in Islam in the country (Prokop, 2003). However, Saudi Arabia has been reforming this system. For example, King Abdullah's education project, *Tatweer* (2007–2013), included educational reforms, aimed in some way or another at the development of teaching methods and strategies (Allmnakrah & Evers, 2020). In fact, one of Tatweer's key objectives was to equip Saudi students with the skills they need to be active participants in an increasingly globalized society and to engage effectively with the challenges posed by globalization while preserving Saudi values. Saudi Arabia has spent the equivalent of roughly US\$320 billion on education and educational reforms between 2004 and 2013 according to the World Bank (2012). The call to reform Saudi education was genuine as reflected by the budget allocated to Tatweer.

Several programs under the Tatweer initiative demonstrate the state's intention to implement practical

changes with observable outcomes. For instance, the King Abdullah Public Education Development Project (Tatweer Schools) introduced student-centered learning, projectbased methods, and 21st-century skill development in selected public schools. Evaluations by the Education Evaluation Commission (EEC) reported improvements in students' problem-solving and collaborative learning abilities in Tatweer pilot schools (Alvami, 2016). Similarly, the Mawhiba program, launched in partnership with the Ministry of Education, aims to identify and nurture gifted students and has helped over 100,000 students engage in international science, engineering, and innovation competitions, promoting global competence and innovation (Yamada, 2018). In higher education, the King Abdullah Scholarship Program (KASP) is another state-supported effort that exposes learners to global cultures and ideas, thereby reinforcing many of the competencies targeted by GCED. It has has sent thousands of Saudi students to study abroad since 2005. These are some of the significant examples.

At the same time, the Saudi government recognized the importance of incorporating content other than religion in its education system, along with the importance of preparing citizens to participate actively in the global economy. Along with many other Arab countries, Saudi Arabia realized that a good education system is essential for economic growth (Allmnakrah & Evers, 2020). In recognition of the necessity of having a road map to diversified economic growth, the Saudi government launched the economic Vision 2030 plan in 2016. This plan includes the development of educational policies that prepare Saudi citizens to participate in the global economy.

With regards to GCED, it was not until January of 2020 that the Saudi Ministry of Education issued a formal stating its intentions, i.e., the document Rivadh Declaration of the regional meeting on citizenship education and common human values, which it formulated in collaboration with UNESCO's regional office in Beirut, Lebanon. The declaration acknowledged the importance of education as a sustainable development goal, and of promoting teaching skills to cope with rapid worldwide changes such as social, economic, etc. The declaration's GCED goal is "to create a solid set of knowledge, skills, values, and behaviors that learners need to acquire in order to work towards a more peaceful, just, inclusive, and reaching sustainable world towards international understanding" (p. 3).

## **Challenges**

One challenge to educational reform is the lack of components addressing the new Saudi aspirations in the existing curricula. These aspirations, as outlined in Vision 2030, include preparing globally competent graduates with critical thinking, communication, innovation, and digital literacy skills. However, these competencies remain underrepresented in classroom content and teaching methods. Mohiuddin et al. (2023) found that higher education faculty in Saudi Arabia perceive a gap between national reform goals and the actual implementation of curricular updates, resulting in limited progress in equipping students for global citizenship or the international job market. The Saudi education system is stagnating, as its graduates do not meet international standards of excellence (Karasik, 2015).

Mosaad (2016) listed outdated curricula, ineffective teaching methods, and basic educational standards as reasons for such stagnation.

A second challenge is insufficient attention to content other than religion. One international criticism of the Saudi educational system was that it does not place enough emphasis on social and hard sciences at all levels of education, particularly in comparison to the attention given to religious subjects (Elyas & Al-Ghamdi, 2018). This imbalance has led to limited student exposure to disciplines that are crucial for modern societal and global engagement. For instance, Elyas and Al-Ghamdi (2018) observed that students in science and engineering tracks often lack structured opportunities to engage with global issues, civic themes, or intercultural learning. These are areas vital to the goals of GCED.

Insufficient consideration of the local context presents yet another challenge. Most of the reforms (for example, Tatweer, Vision 2030, and Riyadh Declaration) adopted ideas and experiences from other countries and were criticized by Saudi educators as being unsuitable to the Saudi context (Allmnakrah & Evers, 2020). Almoaibed (2021) argued that implementing foreign models of educational reform without considering local cultural and social challenges has led to the failure of reform programs. This concern reflects a broader pattern in education reform, where global models are transferred without adequate contextualization, resulting in resistance from teachers and limited classroom-level change.

Teachers are at the center of a two-pronged challenge: first, the nation's in-service teachers do not understand the changes occurring in education second, their voices are not being heard or recognized (Allmnakrah & Evers, 2020). Allmnakrah (2020) and Al-Shibani (2015) noted that teachers do not feel they are agents or partners in the reform efforts. Furthermore, teachers have been absent from participation in the development of the project, and they have not received effective training on how to implement the project (Al-Essa, 2010). This disconnect between reform policy and teacher inclusion has led to weak implementation, as teachers often lack both the ownership and the professional development required to translate global citizenship goals into classroom practice.

Nevertheless, the Rivadh Declaration reflects an awareness of some of these challenges and an intention to address them. For example, it calls for adopting a participatory approach whereby all stakeholders, including teachers and other practitioners, are included in the process of examining school curricula. It also highlights the importance of adapting to local cultural and religious contexts and considering each of the participating country's laws. Furthermore, it includes a plan to introduce teachers and practitioners to new concepts related to global citizenship and suggests professional development trainings to this end. It is still too early to determine whether the plan is moving in the right direction, and further investigation will be needed to evaluate the implementation of the declaration's plans. These proposed participatory strategies represent an important step toward resolving the structural issues previously outlined, though future research is needed to assess their real-world impact on teacher engagement and curriculum development.

While many of the challenges discussed above were documented in pre-2020 literature, recent studies suggest

that several of these issues continue to persist despite the Kingdom's rapid progress. For instance, Mohiuddin et al. (2023) found that higher education faculty in Saudi Arabia still perceive a gap between Vision 2030's reform goals and the actual implementation of curricular updates. In addition, digital transformation in education that was accelerated by the COVID-19 pandemic has introduced new complexities without fully resolving older issues, such as limited civic content or insufficient teacher preparation. These findings affirm that while Saudi Arabia has made significant strides in reforming its education system, structural and pedagogical obstacles related to global citizenship education remain partially unaddressed and warrant continued scholarly attention.

#### **Theoretical Framework**

employs The present research quantitative a methodology. A survey based on Morais and Ogden's (2011) scale, which was used to evaluate Saudi graduate students' perspectives on global citizenship. Social responsibility refers to a feeling of responsibility for the world's problems; *global competence* refers to openness to learning about and interacting with other cultures; and global civic engagement refers to taking action on local, national, or international issues (Nguyen, 2021). Morais and Ogden's (2011) scale includes the components of global citizenship listed in UNESCO's (2015) definition of GCED. For example, UNESCO states that global citizenship involves a "sense of belonging to the broader community," which corresponds to social responsibility. The UNESCO definition also includes concepts such as human interconnection, human rights, democracy, and non-discrimination, which qualify as global competencies.

Finally, it refers to civic action as a way of promoting more just, sustainable, healthier, economically stable, and egalitarian world which is contained in the concept of *global civic engagement*. The UNESCO definition is key here because the Riyadh Declaration (2020) stated that it will look to it at as a benchmark.

This research is philosophically aligned with social constructivism. Social constructivism posits knowledge, identity, and meaning are constructed through social interaction and cultural experience (Gagnon & Collay, 2005). In the context of global citizenship, learners develop their understanding of concepts like civic responsibility, global competence, and social justice through their engagement with others. Since King Saud University is a diverse educational environment, the interaction among students from various cultural and national backgrounds provides a rich ground for constructing global citizenship awareness. This theoretical orientation supports the study's focus on measuring attitudes and perceptions because they are shaped by educational and social experiences rather than existing independently of them.

# Methodology

## Study Methodology, Procedures, and Sample

Surveys can be used to collect participants' opinions on and perception of a matter (Creswell, 2014). The present study used a survey to investigate Saudi graduate students' perceptions of global citizenship. The survey tool was adapted from Morais and Ogden's (2011) Global Citizenship Scale, which includes three components: social responsibility, global competence, and global civic engagement. The original scale was reviewed for cultural

and contextual relevance to Saudi graduate students and pilot-tested with small group for clarity a comprehension. The study applied a quantitative approach to data collection and analysis. Quantitative methodology dominates social studies, as it involves the assessment of patterns exhibited by the studied population (Fryer, 2018). Stewart. A Larson-Hall & quantitative methodology was suitable to the present study because the study targets a large number of people. The researchers collected cross-sectional data and took a descriptive approach to determining the characteristics of the studied population (Siedlecki, 2020).

This study used random sampling, which offers eligible members of a target population a chance to participate in the study. A simple random sampling method was applied using student lists provided by the College of Education's administration. Every student had an equal chance of being selected, and participants were invited via email and inperson during class sessions. Participation was voluntary and anonymous. The sample is composed of graduate students at KSU's College of Education. This sample included students from a range of specializations, instruction. including curriculum educational and leadership, educational psychology, and foundations of education. The sample reflected the diversity of academic programs offered within the college.

The target population consisted of 1,602 individuals, which is the number of students enrolled at the college. A final sample size of 146 students, drawn from a population of 1,602, was determined based on feasibility and accepted quantitative research practices. While not a full representation of the total population, the sample meets the

recommended minimum size for inferential statistics with a confidence level of 95% and margin of error of approximately  $\pm 8\%$  (Vasileiou et al., 2018). In addition, the diversity of academic specializations and the proportional gender distribution within the sample help enhance its representativeness. Future studies could benefit from a larger and more stratified sample to further strengthen generalizability.

All 146 questionnaires were completed. The demographic data indicated that 70.5% of the respondents were female, while 29.5% were male, as shown in Table 1. The group was composed of masters and Ph.D. students, 61% and 39%, respectively.

**Table 1 Descriptive Data** 

Variable	Group	N	%	
Gender	Male	43	29.5	
	Female	103	70.5	
Level of Study	Masters	89	61.0	
	PhD	57	39.0	

#### Statistical Methods Used

A data collection tool is the most essential methodology in survey research, as it is used to gather the information required to meet the study's objective. In this case, the researchers used a questionnaire. The tool is efficient, inexpensive, and ideal for quantitative research, as it can be concurrently issued to a large number of respondents. The questionnaire used in this study was modelled after Morais and Ogden's (2011) Global Citizenship Scale. Morais and Ogden recommended the use of 5-point Likert scale ratings ranging from *strongly disagree* (1) to *strongly agree* (5), for determining attitudes toward global citizenship values. The authors of the present study also

used a 5-point Likert scale rating in designing their survey questionnaire.

The data collection process began with the preparation of the data collection tool. Since the sample population was literate, independent responses to the questionnaires were considered ideal. Therefore, the forms were randomly distributed to the participants at different points in time. The researchers ensured that only students attending the targeted college participated in the survey by distributing the questionnaires using their university email. Statistical Package for the Social Sciences (SPSS) was used to analyse the survey data. With the help of this tool, the researchers performed a descriptive and inferential assessment of the information gathered.

# Validity and Reliability of the Study

Validity refers to the ability of a data collection instrument to collect the relevant information (Sürücü & Maşlakçı, 2020). To ensure the validity of the tool, the questionnaire was adapted from the Global Citizenship Scale by Morais and Ogden (2011), which has been widely validated in prior international studies. The scale was reviewed for cultural and contextual relevance to Saudi graduate students and was pilot-tested with a small group to assess item clarity and ease of comprehension. Expert feedback was used to refine the wording of items to enhance alignment with local educational contexts and values.

For reliability, the internal consistency of the instrument and its subscales was tested using Cronbach's alpha. The overall reliability of the full scale was  $\alpha = 0.86$ , indicating strong internal consistency. The reliability values for the individual dimensions were as follows:

social responsibility ( $\alpha = 0.81$ ), global competence ( $\alpha = 0.80$ ), and global civic engagement ( $\alpha = 0.83$ ). These values suggest that each dimension of the tool demonstrates solid reliability and is appropriate for use in the Saudi educational context.

#### Results

To test students' attitudes towards global citizenship, the participants were asked to self-assess their social responsibility (global justice and inequality), social responsibility (alienation and empathy), social responsibility (global interdependence and individuality), competence (self-awareness), global competence (intercultural communication), global competence (global knowledge), global citizenship (participation in CSOs), global citizenship (political voices) and global citizenship (global citizenship activities). The majority of the respondents agreed with the prompts used to assess their social responsibility and global competence, but most offered neutral responses concerning global engagement, as shown in Table 4 (Appendices). Overall, social responsibility had a score of 3.26 and global competence of 3.59, while global civic engagement had a mean of 2.80.

An assessment of whether gender contributed to any significant difference in attitude towards global citizenship found that both groups were near-similar as shown in Table 2. Furthermore, the results indicated a lack of substantial differences between the attitudes of masters and Ph.D. students (Table 3).

Table 1 T-test Results, Gender

Gender	n	Mean	SD	Df	t	p
Male	43	138.56	16.555	144	.754	.452
Female	103	135.92	20.266	95.588		

Table 3 T-test Results. Level of Education

Level of Study	n	Mean	SD	df	t	p
Master	89	136.57	18.820	144	.098	.922
Ph.D.	57	136.89	20.019	114.075		

#### Discussion

The data indicate a positive perception of the concepts of social responsibility and global competence, although KSU's integration of global civic engagement into the curriculum seems to be lagging. The following discussion addresses the study's five research questions.

RQ1. What are students' attitudes towards social responsibility?

The participants' attitudes were assessed in relation to three sets of features of social responsibility: global justice and disparities, altruism and empathy, and global interconnectedness and personal responsibility. They scored favourably on all three, thus demonstrating positive attitudes towards social responsibility. It is important to note that social responsibility involves caring for and working well with others in society. Debatably, technology has expanded the concept of social responsibility to include digital communities (James et al., 2019). It can be argued that this is why more students agreed with statements that touched on empathy compared to Like communities, physical alienation. communities require some form of social responsibility. However, not all studies report high levels of social responsibility among university students. For instance, Ghosn-Chelala (2020) found that Lebanese students often

struggled to relate to abstract notions of global justice unless they were tied to immediate local concerns. This discrepancy may be due to the contextual framing of social responsibility in curricula, where Saudi students may receive more direct moral and religious reinforcement for empathy and altruism compared to peers in more secular educational systems.

According to James et al. (2019), Common Sense Education and researchers at Project Zero teamed up in 2010 and again in 2017, first to establish a curriculum based on Project Zero's findings regarding how youth faced moral and ethical matters in digital realms, and, second, to further examine, through Educating with Digital Dilemmas (EDD), the ways in which youth are navigating personal, moral, ethical, and civic quandaries and the ways in which they are being supported (or not) by the adults in their lives (James et al., 2019). Rideout and Robb (2020) also reported that 72% of teens see how technology companies influence prolonged use of service through alerts, notifications, auto play features, and other design techniques acting as forms of manipulation (as cited in James et al., 2019).

RQ2. What are students' attitudes towards global competence?

Critically, a significant percentage of the participants scored highly on the features of global competence, i.e., self-awareness, intercultural communication, and global knowledge. Graduate students' favourable attitudes towards global competence were made possible by various factors, such as sense of navigating information sources.

Part of Common-Sense Education's goal of helping youth develop critical thinking skills is teaching them how

to find reliable and credible sources of information. According to Rideout and Robb (2020), 77% of teens source their news from Facebook (as cited in James et al., 2019). This is where social media literacy through digital citizenship education can have a big impact on critical thinking among youth. James et al. (2019:40) draw a between youths' feelings connection about observations of parental modelling of "disruptive digital habits" and strained parent-child relationships, negative online commenting and behaviour can have a ripple effect on young adults, which may impact school communities immensely. Educators who use technologies in their classrooms must make an effort to provide opportunities for youth to learn, connect, explore their identities, and participate civically in ways that are engaging and meaningful to them (James et al., 2019:40). While these results align with Rideout and Robb (2020), other studies suggest that access to digital information does not always translate to global awareness. For example, Liu and Liu (2021) found that students may possess strong technical skills but show limited intercultural curiosity understanding. This contrast may reflect differences in curriculum emphasis: KSU students, particularly in the College of Education, may benefit from explicit integration of GCED themes in their courses, while students in more STEM-focused programs might lack such exposure.

RQ3. What are students' attitudes towards global civic engagement?

From the neutral stance that a majority of the students took on the issue of global civic engagement, despite being aware of some issues of global concern, the students either

did not feel well equipped to help or did not care. This aligns with Ghosn-Chelala's (2020) observation that students in the Arab world may express skepticism toward political activism, particularly in countries where civic participation is limited or politically sensitive. Unlike studies in Western contexts (for example, Jones & Mitchell, 2016), where civic engagement is often encouraged through democratic education models, Saudi students may not have structured avenues to practice global activism. This lack of direct civic experience may explain why the concept of global civic engagement remains abstract or inaccessible to them. Liu and Liu (2021) identify that while a frequent social media use increases civic participation, college students particularly use the technology daily are more focused on protecting themselves and their friends.

An interesting finding, and one to call immediate attention to, is that of decreased scores with increases in age on both subscales. Jones and Mitchell (2016) reported higher scores on respectful online behaviour and civic engagement by females versus males, particularly in youth aged 15–17 years (p. 2072). This finding leads to a need for further examination of outcomes when digital citizenship education programs teaching positive skills for online respect and civic engagement are in place. Creative implementation of character education in combination with digital citizenship lessons could also catalyse an increase in active learning and more engaged service to communities through student project design (Jones & Mitchell, 2016).

RQ4. Do KSU College of Education graduate students' attitudes towards global citizenship differ according to gender?

While the attitude towards global citizenship varies with demographic factors, Liu and Liu (2021) did not find any statistical difference based on individual's gender. Interestingly, male, and female participants had similar attitudes towards global citizenship, as illustrated in Table 2. This indicates that ideas of global citizenship are entrenched in personal and familial perceptions and not in expectations. societal Arguably, technological advancement has removed the gendered lens through which opinions and perceptions of certain issues are often formed. However, other studies, such as Jones and (2016),consistently Mitchell have found differences in online civic engagement, particularly among younger students. The lack of such a difference in this study could reflect cultural values in Saudi Arabia, where education is more gender-equal than civic participation. shared experiences in digital Furthermore. particularly within academic institutions, may lead to more homogeneous attitudes among males and females at the graduate level.

Contemporary students have not lived in a world without information technology. In 2011, 41% of children ages 0–8 used a smartphone in the home, where 8% used a tablet, and less than 1% had their own tablets. Comparatively, in 2017, 95% of children in the same age group used a smartphone in the home, 78% used a tablet, and 42% had their own tablets. Average daily mobile media time also increased from five minutes in 2011 to 48 minutes in 2017 for this age group. Tweens (8–12 years)

spend an average of six hours a day on screens, and teens (13-18 years) an average of nine hours a day (James et al., 2019). Children are constantly learning from adults what behaviour appropriate kinds ofonline are and inappropriate, developing information tendencies and practices, and communicating with others virtually (James et al., 2019:8). Beyond having their screen time limited and their online privileges revoked, youth must be empowered to seek out technology's positive offerings, manoeuvre through academic challenges, and seek solutions in times of personal, social, and economic difficulty.

RQ5. Do KSU College of Education graduate students' attitudes towards global citizenship at differ according to level of study?

The lack of significant difference between the attitudes of masters and Ph.D. students towards global citizenship indicates that the Saudi government's investment in education has been successful in imparting the importance of global citizenship on students. The government's collaboration with the UNESCO regional office in Lebanon had a significant influence on students' attitudes. Despite the country's unique Islamic curriculum, the government has managed to integrate the essential elements of GCED (Marghalani, 2017). The fact that students of both genders and at different academic levels same share the attitude towards global citizenship demonstrates the effectiveness of this research approach employed in imparting knowledge. This finding differs from other contexts, such as in Liu and Liu's (2021) study, where postgraduate students scored higher in global citizenship due to more academic exposure and life

experience. In the Saudi context, the centralized curriculum and unified national strategy for Vision 2030 may standardize exposure across degree levels. This mamay minimize attitudinal differences between master's and Ph.D. students. Saudi students are relatively well equipped with knowledge that makes them ideal global citizens.

On the downside. Saudi students seem less to embrace global civic engagement. Aspects of this downside may appear somewhat controversial to most respondents. Notably, the lowest-rated prompts were those involving political activism and civic organizations. Since the concept of democracy is still underdeveloped in Saudi Arabia, many of the students have a strong sense of nationalism; a similar phenomenon was observed in the Lebanese education system (Ghosn-Chelala, 2020). The commitment to ensuring the progress of a single nation makes some global civic concepts less relatable. Ghosn-Chelala (2020) similarly noted that in Lebanon, where democracy is contested and fragile, youth tend to equate civic participation with risk rather than empowerment. In Saudi Arabia, the strong national identity promoted through the education system may unintentionally compete with global identity, limiting openness to civic engagement on international issues. Since the global political scene is diverse, the idea of engaging in global advocacy for issues such as environmental sustainability or human rights can seem strange in certain settings.

# **Recommendations to Educators**

It is often assumed that contemporary students, as "digital natives," know how to use technology and use it effectively and appropriately (Ribble, 2015:1). If society

ignores the abuse and misuse of technology, students will receive the message that this behaviour is normal and acceptable. This point is especially relevant given the study's findings that while students demonstrated a high sense of social responsibility, they scored lower in areas of global civic engagement. This suggests that digital responsibility may not always translate into civic action or awareness. Ribble (2015) argued that all members of a society must come together to learn how to live, work, and collaborate in both the physical and digital worlds (p. 19). Ribble (2015) outlined nine elements of digital citizenship in schools. These elements are supported by questions that establish a flexible foundation for taking a closer look at the challenges of technology use, and they provide resources for technology leaders, media specialists, and educators to empower students towards becoming welldeveloped digital citizens (p. 17, 24).

Communities must engage in discussions to help students understand appropriate use of technology, as opposed to its misuse (Ribble, 2015). In the Saudi context, creating classroom-based discussions around digital respect and online civic participation could help bridge the gap observed in students' neutral attitudes toward global civic engagement. Beyond mere awareness, a focus on guided practice and modelling and demonstrating respectful, responsible, and safe online behaviour and citizenship is essential (Ribble, 2015:113–14). Teachers, technology leaders, and library media specialists can create opportunities for practice in a safe classroom environment where there is healthy risk-taking.

Thirdly, educational stakeholders should empower students as early as kindergarten (Hollandsworth,

Dowdy& Donovan, 2011, p. 46). While this study focused on graduate students, it highlights the value of early interventions; attitudes toward global civic responsibilities may be more deeply rooted if they are cultivated early in students' academic journeys. Beginning in kindergarten and extending through the 12th grade, digital citizenship lessons can be taught and expanded upon as needed by library media specialists, technology leaders, educators. Students can become role models for other students and collaborate with teachers in research, librarymedia specialists, and parents (Hollandsworth et al., 2011, p. 46). Explicit modelling of positive technology-use lessons that teach cause and effect empowers young people not only in classroom technology use, but as lifelong digital citizens (Ribble, 2015).

As a fourth recommendation, young adults must be taught solution-seeking skills through a process-based, moral lens (Jolls, 2008:48). This aligns with the study's conclusion that students are more responsive to themes of empathy and social responsibility, which can be expanded into civic engagement through moral reasoning activities embedded in the curriculum. Jolls (2008) further asserts that process skill values, along with "skills of analysis, expression, and self-representation" will be the basis for all decision-making, their moral compass through life (p. 48). Educators furnish the toolbox for instruction through experiences, opportunities, guiding students through their academics, and strengthening their content knowledge through character education, arts, team-based play and learning, and media literacy.

### **Recommendations for Future Studies**

Future studies should focus on comparing the Saudi education system's integration of GCED with that of United Arab Emirates (UAE) to determine Saudi Arabia's progress on the matter relative to its neighbour. This comparative analysis could reveal how each country interprets and localizes GCED in culturally distinct yet regionally connected educational environments, whether similar patterns of student engagement and resistance, particularly in civic participation, exist across both contexts. The impact of religion on global citizenship should be explored, as religion is an important aspect of cultural diversity. For instance, the influences Christianity and Islam on the formulation of GCED should be investigated. This is especially relevant given the centrality of Islam in the Saudi curriculum and the possible tension or synergy between religious values and global civic ideals. Understanding how religious worldviews shape students' openness to global justice, diversity, and activism would offer crucial insight into the cultural adaptation of GCED frameworks. Furthermore, a study of the concept of global civic engagement within the Saudi curriculum should be conducted to determine why it appears to be less embraced by students. This study found neutral or lower levels of student support for global civic engagement compared to other GCED dimensions. The implication being the need to examine whether this stems from curricular gaps, lack of experiential learning, or perceived cultural misalignment with activism-oriented global citizenship.

#### **Conclusion**

This study's findings indicate that Saudi Arabia has made considerable achievements in integrating GCED concepts into its education system. GCED is a gradual process that requires consistent improvements to help impart the necessary skills and knowledge to help students become better global citizens. Saudi Arabia has achieved a significant milestone in its efforts to build a curriculum that teaches students the various concepts of global citizenship. This is impressive, despite the influence of religion on Saudi education, and given the uniqueness of the principles. Saudi students appreciate the concepts of social responsibility and global competence. In this respect, they are well equipped with information and skills that would enable them to strive for a fair and just world. However, fostering global civic engagement requires some effort from the government and other educational stakeholders. Students need to embrace the idea despite their strong nationalist principles. Political, social, and economic changes in the Gulf region necessitate the adoption of global civic engagement, and the Saudi government should execute programs aimed at improving the people's perception thereof.

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Appendix A:

# Table 2 Participants attitude toward global citizenship

Number and Percent of Respondents								S.D.*	order
Likert Statement		Stron gly disag ree	Disa gree	neutr al	Agree	Strongl y Agree		7.2%	X
Social	l respo	nsibility	(SR): Glo	obal justi	ce and disp	arities			
I think that most people around the	N	10	69	38	21	8	2.64	.995	
world get what they are entitled to have	%	6.8	47.3	26.0	14.4	5.5		.575	
It is OK if some people in the world	N	10	30	16	68	22	3.42	1.173	
have more opportunities than others.	%	6.8	20.5	11.0	46.6	15.1	3.42	1.173	
I think that people around the world	N	12	52	29	39	14	2.94	1.158	
get the rewards and punishments they deserve.	%	8.2	35.6	19.9	26.7	9.6		1.136	
In times of scarcity, it is sometimes	N	33	50	23	31	9			
necessary to use force against others to get what you need.	%	22.6	34.2	15.8	21.2	6.2	2.54	1.227	
The second is a second law of six along	N	23	57	36	23	7	2.55	1.083	
The world is generally a fair place.	%	15.8	39.0	24.7	15.8	4.8			
No one country or group of people	N	2	1	4	46	93		.715	
should dominate and exploit others in the world.	%	1.4	.7	2.7	31.5	63.7	4.55		
	Social	responsi	bility: Al	truism ar	nd empathy	,			
The needs of the worlds' most fragile	N	9	42	40	34	21	3.11	1.157	
people are more pressing than my own	%	6.2	28.8	27.4	23.3	14.4	3.11	1.137	
I think that many people around the	N	31	71	20	21	3			
world are poor because they do not work hard enough	%	21.2	48.6	13.7	14.4	2.1	2.27	1.021	
I respect and am concerned with the	N	0	1	16	74	55	4.25	.673	
rights of all people, globally	%	0.0	.7	11.0	50.7	37.7		.073	
Social responsib	oility: (	Global in	terconne	ctedness	and person	al responsib	oility		
Developed nations have the obligation	N	8	30	40	53	15	3.25	1.069	
to make incomes around the world as equitable as possible	%	5.5	20.5	27.4	36.3	10.3	3.23	1.007	
Americans should emulate the more	N	5	18	31	61	31		1.054	
sustainable and equitable behaviors of other developed countries.	%	3.4	12.3	21.2	41.8	21.2	3.65		
I do not feel responsible for the	N	3	21	24	56	42	3.77	1.081	
world's inequities and problems.	%	2.1	14.4	16.4	38.4	28.8			
I think in terms of giving back to the	N	7	14	46	57	22	3.50	1.019	
global society	%	4.8	9.6	31.5	39.0	15.1	3.30	1.019	
					awareness		1		
I am confident that I can thrive in any	N	2	11	22	83	28	3.85	.866	
culture or country	%	1.4	7.5	15.1	56.8	19.2			
I know how to develop a place to help	N	3	15	35	76	17	3.61		
mitigate a global environmental or social problem	%	2.1	10.3	24.0	52.1	11.6		.897	
I know several ways in which I can	N	2	28	41	63	12	3.38	.933	
make a difference on some of this world's most worrisome problems	%	1.4	19.2	28.1	43.2	8.2		.,,,,	

ÇX <sub>Y</sub> XZ									
I am able to get other people to care	N	3	18	37	70	18	3.56	.932	
about global problems that concern	%	2.1	12.3	25.3	47.9	12.3			
me	, .								
	obal co	ompetenc	e: Interc	ultural co	mmunicati	on			
I unconsciously adapt my behavior	N	2	31	27	59	27			
and mannerisms when I am							3.53	1.065	
interacting with people of other	%	1.4	21.2	18.5	40.4	18.5	3.33	1.003	
cultures.									
I often adapt my communication style	N	3	18	22	75	28	3.73	.978	
to other people's cultural background.	%	2.1	12.3	15.1	51.4	19.2			
I am able to communicate in different	N	0	10	16	90	30			
ways with people from different	0/	0.0	6.0	11.0	C1 C	20.5	3.96	.769	
cultures.	%	0.0	6.8	11.0	61.6	20.5			
	N	9	39	9	74	15	3.32	1.156	
I am fluent in more than one language	%	6.2	26.7	6.2	50.7	10.3	0.02	1.120	
I welcome working with people who	N	1	6	20	81	38			
have different cultural values from me	%	.7	4.1	13.7	55.5	26.0	4.02	.792	
I am able to mediate interactions	/0	3	25	32	65	21			
between people of different cultures		3	23	32	0.5	21	3.90	.866	
		2.1	17.1	21.0	115	144	3.90	.800	
by helping them understand each		2.1	17.1	21.9	44.5	14.4			
other's values and practices.	<u> </u>	1		31 1 11	1 1				
					owledge			1	
I am informed of current issues that	N	1	11	23	77	34	3.52	1.005	
impact international relationships	%	.7	7.5	15.8	52.7	23.3	3.32	1.002	
I feel comfortable expressing my	N	3	25	32	65	21	3.36		
views regarding a pressing global	%	2.1	17.1	21.9	44.5	14.4	3.30		
problem in front of a group of people	70	2.1	17.1	21.9	44.3	14.4			
I am able to write an opinion letter to	N	4	27	45	53	17			
a local media source expressing my							2.95	1.129	
concerns over global inequalities and	%	2.7	18.5	30.8	36.3	11.6	2.93	1.129	
issues									
Global civic	engag	ement (C	GCE): Inv	olvemen	t in civic o	rganization	s	•	
Over the next 6 months, I plan to do	N	11	49	36	36	14		1.089	
volunteer work to help individuals							2.82		
and communities abroad	%	7.5	33.6	24.7	24.7	9.6			
Over the next 6 months, I will	N	12	55	38	30	11		1.064	
participate in a walk, dance, run, or							2.55		
bike ride in support of a global cause	%	8.2	37.7	26.0	20.5	7.5			
Over the next 6 months, I will	N	21	61	33	25	6			
volunteer my time working to help							2.90	1.094	
individuals or communities abroad	%	14.4	41.8	22.6	17.1	4.1	2.90		
Over the next 6 months, I plan to get	N	12	48	40	35	11		+	
involved with a global humanitarian	11	12	40	40	33	11	3.01	1.086	
	%	8.2	32.9	27.4	24.0	7.5			
Over the part 6 mently. I plan to help	NT	9	15	41	20	12			
Over the next 6 months, I plan to help	N	9	45	41	38	13	3.05	1 125	
international people who are in	%	6.2	30.8	28.1	26.0	8.9		1.125	
difficulty	3.7	11	40	40	40	1.7			
Over the next 6 months, I plan to get	N	11	40	40	40	15	2.78	1.054	
involved in a program that addresses	%	7.5	27.4	27.4	27.4	10.3			
the global environmental crisis.									
Over the next 6 months, I will work	N	14	51	41	33	7	2.66		
informally with a group toward								.993	
solving a global humanitarian	%	9.6	34.9	28.1	22.6	4.8			
problem									
	N	17	50	49	26	4	2.99	1.201	



Over the next 6 months, I will pay a membership or make a cash donation to a global charity	%	11.6	34.2	33.6	17.8	2.7		
	Glob	al civic e	engageme	ent: Polit	ical voice	•	•	3424
Over the next 6 months, I will contact	N	16	43	27	46	14		(X X)
a newspaper or radio to express my concerns about global environmental, social, or political problems	%	11.0	29.5	18.5	31.5	9.6	2.29	.896
Over the next 6 months, I will express	N	25	69	38	12	2		
my views about international politics on a website, blog, or chat room	%	17.1	47.3	26.0	8.2	1.4	2.29	.996
Over the next 6 months, I will sign an	N	31	64	33	14	4		
e-mail or written petition seeking to help individuals or communities abroad.	%	21.2	43.8	22.6	9.6	2.7	2.34	1.013
Over the next 6 months, I will contact	N	29	63	33	17	4		
or visit someone in government to seek public action on global issues and concerns.	%	19.9	43.2	22.6	11.6	2.7	2.16	.932
Over the next 6 months, I will display	N	34	70	29	10	3		
and/or wear badges/stickers/signs that							2.43	1.150
promote a more just and equitable world.	%	23.3	47.9	19.9	6.8	2.1		
Over the next 6 months, I will	N	34	53	27	26	6		
participate in a campus forum, live music, or theater performance or other event where young people express their views about global problems.	%	23.3	36.3	18.5	17.8	4.1	2.42	1.081
		ivic enga	agement:	Global c	ivic activis			
If at all possible, I will always buy	N	31	55	32	24	4	3.51	.970
fair-trade or locally grown products and brands	%	21.2	37.7	21.9	16.4	2.7	3.31	.510
I will deliberately buy brands and	N	7	14	38	72	15		
products that are known to be good stewards of marginalized people and places	%	4.8	9.6	26.0	49.3	10.3	3.43	1.126
I will boycott brands or products that	N	8	25	34	54	25		
are known to harm marginalized global people and places	%	5.5	17.1	23.3	37.0	17.1	3.90	1.013