



## GLOBAL CITIZENSHIP: ASPIRING FOR A WORLD OF PROSPERITY AND WELL BEING

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### Abstract:

*The drive for globalisation has contributed to the emergence of global citizens who must work together and stand as one. Citizens who are a part of this globalisation process are not just citizens; rather, they are global citizens who have contributed to the world's various cultures coming together and seeming as one huge family. Despite the fact that the globalisation movement became more visible in the 1990s, the idea of global citizenship has existed in various forms since ancient times and may be found throughout history. With the advancement of technology and economic development there exist a paradoxical pattern that the world is diverse yet closely knit. One has to understand and behave in a socially just manner while dealing with a multi-diverse world or population. Justice is a basic requirement of life similar to the air we breathe, an essential element for living. Pre-service teachers play a pivotal role in shaping the future of students as they progress through the education system which becomes the bedrock for instilling values. It is therefore essential for pre-service teachers to be familiar with global citizenship and social justice. This study attempts to measure pre-service teachers perception towards global citizenship and social justice. The sample for the study consisted of 1054 pre service teachers of aided and unaided institutes. Both aided and unaided teacher training institutes play a major role in the formation of teachers fostering the value system in the lives of future generations. Hence this study considered it important to measure perception of pre service teachers towards global citizenship and social justice of aided and unaided institutes of Mumbai. Along with the responses administered from the tool, focused group interview was also conducted to validate the findings obtained through the quantitative responses. The findings of the study indicate that pre service teachers of aided institutes had a better perception of social justice and pre service teachers of unaided institutes had a better perception of global citizenship.*

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### Introduction:

#### Global Citizenship

People abroad adopt the unique culture and traditions of India. The people of India are simultaneously acquiring new eating habits, traditions, and foreign languages. Whether it be ayurvedic procedures or ikega,



the Japanese culture has spread worldwide. The exchange of information throughout the globe is what has caused this. The globalization trend has led to this information exchange. The spread of ideas, knowledge, information, goods, and services has been aided by globalisation. Such knowledge, information, and idea exchange has aided in the global community's closer bonding as a single family. Globalization has thus helped to develop global citizens, who must come together and bond. This bonding as a single family is very much needed to create global citizens. This concept of bonding together as one family has been expressed in the Sanskrit term 'Vasudhaiva Kutumbakam', has the meaning of "the world is one family". The above mentioned phrase is a reflection that the whole world has to live together in peace and harmony like a family. Human beings on earth are not just citizens of the state, region or county they belong to but are a part of the big world. The globalization movement has definitely helped the world.

In its literal sense, 'Global' means relating to the whole world and 'Citizenship' means belonging to a country. 'Global citizenship' therefore means one is a citizen of the world who adopts and understands communities across the world and is a part of the larger world community. According to UNESCO (2014) global citizenship refers to a sense of belongingness to a broader community and common humanity. According to Oxfam (2006) global citizen is one who is aware of the wider world and extends his needs to be exposed to and aware of the cultural and linguistic diversities across the globe.

According to Oxfam (2006) global citizenship is one who displays the following characteristics.

- 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 economically, politically, socially, culturally, technologically and environmentally;
- is outraged by social injustice;
- participates in and contributes to the community at a range of levels from local to global;
- is willing to act to make the world a more sustainable place;
- takes responsibility for their actions

A citizen who tries to adopt the global citizenship values listed above has to behave in a just manner for himself and for others. A global citizen is aware of the different events and situations happening in the world and strives to make the world better through one's own action and by fighting and striving for social justice.

### **Social Justice**

Quote by Mahatma Gandhi clearly states that "Education *should be so revolutionized as to answer the wants of the poorest villager, instead of answering those of an imperial exploiter.*" Justice is a basic element of life similar to the air we breathe, which is very essential and helps the needs of the most wanted. With these thoughts in mind the sustainable development goals have listed 17

goals that need to be achieved by 2030. We are presently in year 2022 and still 8 more years to go achieve



with the pandemic hitting us hard. Each of these objectives is somehow related to the behaviours and conduct that people engage in on a daily basis. The seventeen goals are all connected to ideas of justice in some form or the other. For example goal 1 to ensure no poverty, goal 2 zero hunger goal 3 good health and well-being, goal 7 affordable and clean energy, goal 4 quality education. If these goals are to be achieved it is important that as a world everybody fights for what is unjust with an aim to provide resources that would help one to lead a dignified life. According to John Rawls social justice is based on the principle of equal liberty where each one has the privileges to enjoy the basic liberties of conscience, expression, association and democratic rights. The second principle is the principle of equality where the least advantaged members of society should be able to enjoy the different opportunities available in the society. According to Bradley's theory, self-realization is essential and will enable individuals to act morally and become good in every situation which would help making the world morally better place. According to Rebores justice is a guide that organizes how people will continue their lives as members of a society. The pursuit of social justice, according to Singh (2011), is the equitable allocation of resources-both monetary and intangible-that are useful and valued. An analysis of the above definitions of justice clearly indicates that justice believes in equal distribution of resources, by providing each one with the desired opportunities through self realization.

### **Global Citizenship and Social Justice Connect**

Global citizenship has been prevalent in various forms since ancient times, traces of which could be seen throughout history. During the Greco – Roman period (Dower, 2002) it was believed that human beings belonged to a more fundamental community and were bounded by duties and values to a larger moral community. Hindu philosophy always promoted that the world is one family in the famous quote 'Vasudhaiva Kutumbakam'. According to Oxfam, (1997) a global citizen is one who is aware of the wider world and has a role to play in building a peaceful, sustainable and fairer planet. With the advancement of technology and economic development there exist a paradoxical pattern of the world being diverse yet closely connected to each individual in the world e.g. global markets where trades are effected across continents and countries yet there is a boundary of individual countries forming their own rules and laws to effect such trade. Music has been a core influence in breaking the country and continental barriers, music today is shared world over and there are various medium which promote international music to be available even in the remotest places of the world. Sports has been another major factor which is cheered and celebrated across the world be it the Olympics or any other global event which brings together a multi-diverse population to complete and exchange ideas as well as success.

Diversity of thoughts and actions comes with its own challenges and conflicts. Resolving such global challenges and conflicts broods the concept of Social Justice which means One has to understand and behave in a socially just manner while dealing with a multi-diverse world or population. Justice is a basic requirement of life similar to the air we breathe, an essential element for living. According to Socrates justice is construed



to mean the well-being of an individual by giving each person their due. Global citizenship promotes the well-being of each individual and social justice ensures a way to achieve this well-being. Global citizenship and Social justice complement each other in order to ensure peace and harmony in the world.

Teachers play a pivotal role in shaping the future of students as they progress through the education system which becomes the bedrock to instilling values. Thus it becomes essential for pre-service teachers to be familiarized with the linkages between global citizenship and social justice.

### **Need for the study**

The National Education Policy 2020 recommends that global citizenship values be instilled among students of higher education and school education. If we are to create future children with a global mindset it is essential to know pre service teachers perceptions towards global citizenship. Creating future generations with a global frame or mind requires one to speak and voice out for justice for the well being of self and society. With the pandemic hitting us hard and having disturbed the well being and peace throughout the world it is very important that we instill among children to view and analyze everything with a global perspective. The promotion of global citizenship and social justice go hand in hand, therefore this study will enable us to ascertain the pre-service teachers' capacity to think globally and with a focus on social justice. Both aided and unaided teacher training institutes of Mumbai go a big way to shape and create aspiring teachers. Hence this study is very important to know about pre service teacher's perceptions towards global citizenship and social justice. The results of this study will provide teacher education institutions of both aided and unaided institutes an insight into how pre-service teachers perceive themselves in relation to the world and others around them, as well as what needs to be done to support them in analyzing their actions for the benefit of the world's well-being. This research will also assist the many stakeholders in the education system in creating curricula that encourage social justice while fostering a sense of global citizenship.

### **Objectives of the Study**

1. To study pre-service teachers' perception towards global citizenship on the basis of type of institution.
2. To study pre-service teachers' perception towards social justice on the basis of type of institution.

### **Hypothesis for the study**

1. There is no significant difference in the perception of global citizenship of pre-service teachers on the basis of the type of Institution.
2. There is no significant difference in the perception of social justice of pre-service teachers on the basis of the type of Institution.

### **Tools for the study**

#### **Global Citizenship Scale Morais and Ogden (2010)**

A readymade tool by Morais and Ogden (2010) was used to administer the perception of pre service teachers about global citizenship. The tool measured three dimensions of global citizenship social responsibility, global



competence and global civic engagement.

### Social Justice Scale Torres-Harding, S.R., Siers, B., & Olson, B. (2012)

Pre service teacher's perception towards social justice was measured with a readymade tool by Torres – Harding. Pre service teacher's perception towards social justice was measured against four dimensions social justice attitude subscale, subjective norms around social justice, perceived behaviour control around social justice and intentions to engage in social justice.

### Analysis of the study

Hypothesis 1: There is no significant different in the perception of global citizenship of pre-service teachers on the basis of the type of Institution

**Table 1**

**Relevant statistics for 't' test for global citizenship scores of pre service teachers on the basis of type of institutions**

Variable	Group	N	Mean	S.D.	Df	Tabulated Value	't' ratio	I.os.	100 W <sup>2</sup> test
Global Citizenship	Aided	975	100.85	14.78	1054	At 0.01 level = 2.58	-2.31 do	S manually at 0.05 level	0.40%
	Unaided	79	102.93	14.44		At 0.05 level 1.96			

### Interpretation of 't' test

The obtained value of 't' ratio for the global citizenship scores of pre service teachers on the basis of type of institution is -2.31 which is more than the table value 1.96. Thus 't' ratio is significant. Hence the null hypothesis is rejected.

### Conclusion

There is a significant difference in the global citizenship scores of pre service teachers on the basis of the type of institutions. The level of significance is at 0.05 level and the global citizenship mean scores of unaided institutions are more than aided institutions. 0.40% variance in global citizenship scores is associated with the type of institutions.

### Discussion

The mean global citizenship scores of unaided institutions are more than the mean scores of aided institutions. The pre service teachers of aided and unaided B.Ed colleges from whom the sample were collected, studied the two year B.Ed. syllabus have learnt concepts like globalization, global perspectives, global culture and global citizenship in the different courses. Global citizenship is still an emerging concept in higher education systems in India. Though the term global citizenship may be understood by pre service teachers and teacher educators, training pre service teachers about global citizenship would require coming up with programs that are objective and purposeful. The quality of programs organized to sensitize about global citizenship needs to



be questioned and discussed which should be based on theory and logic. In the same study it was found that pre service teacher's come from varied background and their knowledge of diversity and global issues was found to be limited (Reimer & McLean, 2005). In one more study it was found that the kind of teaching and learning strategies that are used to teach about global citizenship is very uncertain (Weber, et. Al, 2013). In another study it was also found that elementary teacher candidates felt it was important to teach about global issues but were less confident to teach about global aspects due to the lack of knowledge (An,2014). Probably the quality of programs promoting the ideas of global citizenship, pre service teachers knowledge regarding global issues and the learning experience used in teaching global citizenship would be a reason as to why there existed differences in the perception towards global citizenship scores of pre service teachers of aided and unaided colleges. Excerpts of the focus group interview did not reveal anything substantiate regarding the difference in the perception of global citizenship between pre service teachers of aided and unaided institutions. The perception towards global citizenship of pre service teachers of unaided institutions could be more because they could unconsciously adapt their behaviour and mannerisms, communication, strategies, when interacting with people from other cultures (based on the tool). It is also possible that pre service teachers of unaided B.Ed institutions are more informed about their current global events (based on the tool) And can express their views about global issues using social media by expressing their views about international politics, global problems on a website, blog or chat room (based on the tool). It could also be that pre service teachers of unaided B.Ed institutions would be more interested in helping individuals and communities in solving global humanitarian problems, global environment, social or political problems (based on the tool). Pre service teachers of unaided institutions would also believe in purchasing products and brands that are grown by marginalized people and help them act as a global citizen (based on the tool). It may be because of these reasons that pre service teachers of unaided B.Ed institutions showed a better perception towards global citizenship than pre service teachers of aided B.Ed institutions (based on the tool).

**Hypothesis 2:** There is no significant difference in the perception of social justice of pre-service teachers on the basis of the type of Institution

**Table 2**

**Relevant statistics for 't' test for SJ scores of pre service teachers on the basis of type of institutions**

Variable	Group	N	Mean	S.D.	Df	Tabulated Value	't' ratio	I.os.	100 test
Social Justice	Aided	975	143.25	17.32	1054	At 0.01 level = 2.58	3.76	S at 0.05 & 0.01 level	1.23%
	Unaided	79	138.98	19.09		At 0.05 level 1.96			





## Interpretation of ‘t’-test

The obtained value of ‘t’ ratio for the social justice scores of pre service teachers on the basis of type of institutions is 3.76 which is more than the table value. Thus ‘t’ ratio is significant. Hence the null hypothesis is rejected.

## Conclusion

There is significant difference in the social justice scores of pre service teachers on the basis of type of institutions. The level of significance is 3.76 at 0.05 level and the mean scores of social justice scores of pre service teachers of unaided institutions are more than the pre service teachers of aided institutions. 1.23% variance in social justice scores is associated with the type of institutions.

## Discussion

The mean scores of aided pre service teachers are more than the mean scores of unaided pre service teachers. It may be possible that pre service teachers of aided institutions would be more proactive to talk to others about power, privilege and oppression (based on the tool). They would ensure that all individuals and groups especially the traditionally and marginalized have a chance to speak and be heard (based on the tool) they would allow individuals and groups to define and describe their problems and experiences (based on the tool). They would also be more keen to help individuals and groups to pursue and promote physical and emotional well – being of individuals and groups (based on the tool). They would help individuals and groups to pursue their chose goals in life (based on the tool). They would promote fair and equitable allocation of bargaining powers, obligations and resources in the society (based on the tool). Pre service teachers of aided institutions would support community organizations’ and institutions that would help individuals and groups to achieve their aims (based on the tool). It may also be due to the fact the pre service teachers of aided institutions would engage in acts of social justice (based on the tool). They would be confident to create a positive impact on other’s lives (based on the tool) They would possess an ability to work with individuals and groups in ways that are empowering (based on the tool). Apart from they being passionate to promote justice pre service teachers of aided institutions would also be capable to influence others to promote fairness and equality (based on the tool). They would ensure that people around them are engaged in activities through dialogue that address social justice issues (based on the tool). They would believe in motivating people to be supportive of efforts that promote social justice (based on the tool). And They would probably believe in their self to have a positive impact on the community (based on the tool). They would also be confident in their ability to talk to others about social injustices and the impact of social conditions on health and well-being (based on the tool).

It was also seen that discourses in family, friends, education and travel mattered while conceptualizing social justice (Philpott, 2009). This could also be a strong reason as to why the pre service teacher’s perception towards social justice is high due to personal discourses and relationships. Pre service teachers of aided institutions would probably engage more in travelling and would be more alert to observe about things and



issues that exist in the society. Probably in families of aided pre service teachers it would have been possible that more discourses or discussion about social justice would have occurred with the family. It may be possible that the subjects that had studied during their graduate or post graduation level would also have helped to comprehend and work in action towards justice.

This is supported through the focused group interview of a respondent from aided institutions.

### **Participant K**

*Topics like discrimination, stereotyping, self esteem were taught and discussed in the graduation subject psychology and hence in the B.Ed course could relate, comprehend and discuss more about be more positive while being taught in the B.Ed course.*

### **Participant N**

*Issues on tolerance, brotherhood, secularism were discussed that helped us to think of equality and equity.*

### **Participant L**

*In the family often discussions about opposing caste system and encouraging inter caste relations was promoted. While travelling to Kashmir and South India I did experience diversity of the people through their language, culture and people which helped me to break stereotypes. There was also one particular incident where before the unification of Kashmir and India, people in Kashmir were very apprehensive about the travelers where I felt that justice for the Kashmiris' was lacking through the people's behaviour.*

Most colleges now have a gender cell, where the institutions ensure that well-being of both male and female pre service teachers are taken care of. It may be possible that in the aided institutions the gender cell would be a functioning cell and programs might be conducted to ensure well-being of both genders. It may be because of this also that pre service teachers of aided institutions scored more in their perception and feelings towards justice. This is supported through the focused group interview of a respondent from aided institutions

### **Participant K**

*Gender cell at college conducted activities like talk show that promoted and supported the rights of both genders.*

It may be because of these reasons that pre service teachers of aided institutions have a better perception towards social justice than pre service teachers of unaided institutions.

### **Conclusion**

The study indicates that pre service teachers of aided institutes have better perception towards social justice and pre service teachers of unaided institutes have better perception towards global citizenship. From the study we can conclude that the perception of pre service teachers irrespective of aided or unaided institute needs to be built up and increased both towards global citizenship and social justice. With the four year B.Ed program





to be integrated soon in colleges of Mumbai it is essential that at different levels of B.Ed education system programs are arranged to sensitize ideas and thoughts about global citizenship and social justice. Aided and unaided B.Ed colleges in Mumbai should aim at organizing seminars, webinars and workshops on themes evolving around social justice and global citizenship. This is very crucial if we are aiming for the future generations to be globally competent and act with the lens of justice.

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