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# Level of Awareness, Attitude and Extent of Integration of Global Citizenship Education in Pedagogical Strategies among Social Science Faculty

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**Abstract** GCED is an approach that equips learners with values, knowledge and skills to build inclusive and sustainable societies (UNESCO, 2022). GCED integration is a necessity for addressing 21st-century needs, not merely an optional approach. A study reported deficiencies in Filipino workers' soft skills, including global citizenship, affecting competitiveness. This study assesses GCED awareness, attitudes, and integration among Social Sciences faculty in four CARAGA region SUCs using a descriptive-correlational approach. Findings reveal faculty awareness and positive attitudes toward GCED, recognizing its role in critical thinking, empathy, and diversity. Faculty often integrate GCED into their pedagogical strategies. Spearman correlation confirms that greater awareness enhances attitudes and integration. The positive correlation between awareness, attitude, and integration confirms Theory of Planned Behavior's principle that higher awareness and favorable attitudes drive action. Variability in implementation suggests the need for standardization, faculty training, clearer guidelines, and stronger institutional policies to develop students' global competencies.

**Keywords** Global Citizenship Education (GCED), GCED Integration, GCED Awareness, GCED Attitudes, Social Sciences.

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## 1. Introduction

Globalization necessitates equipping individuals with competencies to thrive in an interconnected and diverse world. This study explores the integration of Global Citizenship Education (GCED) in higher education, emphasizing its potential to prepare globally aware and responsible citizens. As part of international educational priorities, GCED aims to cultivate knowledge, skills and values essential for addressing global challenges. In the Philippine context, the drive for sustainable development and global competitiveness highlights the importance of GCED integration in higher education institutions.

Experts emphasize the importance in preparing learners for an interconnected world. According to Torres (2015), as cited in Al-Husban & Tawalbeh (2022), a core role of education, especially in higher education, is to cultivate global citizenship in response to our increasingly integrated world. Mishra & Srivastava (2024) also stress that developing global citizenship skills is vital in today's diverse, interconnected environment. The Philippines demonstrates a commitment to this priority through its national development goals for 2030 and Ambisyon Natin 2040, emphasizing that GCED is a strategic response to the demands of the 21st century.

Despite these initiatives, challenges persist. A UNESCO report indicates that 15% of educators feel ill-equipped to teach GCED-related themes (UNESCO and Education International, 2021). Similarly, a report from the Philippine Institute for Development Studies (PIDS) highlighted deficiencies in Filipino workers' soft skills, including global citizenship, which impacts their international competitiveness. Furthermore, the Philippines' Commission on Higher Education (CHED) has acknowledged GCED importance through policies such as the General Education Curriculum (GEC) under CHED (2013) Memorandum Order No. 20, Series of 2013, which integrates global citizenship principles into the educational system. While CHED policies promote GCED principles, they lack a unified framework for its integration. These gaps underscore the need to assess the level of awareness, attitudes, and extent of integration GCED in State Universities and Colleges (SUCs) for policy initiative. This study seeks to fill this gap by examining gaps in GCED integration by evaluating faculty perspectives and practices. Through an in-depth analysis of the awareness, attitude and extent of integration in curriculum design, teaching strategies, assessment methods, institutional support, and technological integration, this research contributes to enhancing GCED implementation.

## 2. Literature

Global Citizenship Education (GCED) emerged in response to the complexities of globalization, gaining formal recognition with the adoption of SDG 4.7 in 2015. Rooted in earlier movements like peace and human rights education, GCED distinguishes itself by preparing individuals for both local and global civic roles. While foundational literature emphasizes its transformative goals, there remains a lack of critical analysis on how these principles translate into varied educational contexts, particularly in the Global South.

GCED aims to foster global awareness, critical thinking, intercultural competence, and ethical responsibility. However, despite broad conceptual agreement, the literature reveals inconsistencies in translating these objectives into classroom practice. Cho and Mosselson (2017) emphasize ethical responsibility, yet concrete methods to develop this in learners are often vaguely defined. Similarly, while Pashby et al. (2021) and Akkari and Maleq (2019) advocate for global belonging and problem-solving, few studies critically examine how these aims are operationalized across differing educational systems.

Implementation of GCED is uneven globally. In the Philippines, although it is recognized in key policies, its institutionalization remains fragmented. Arviola and Dellomos (2023) and Bercasio and Perez (2020) highlight policy support but also point to the absence of a structured integration model. There is little empirical evidence detailing how national policies are interpreted and enacted at the classroom level. This disconnect suggests a research gap on the mechanisms through which policy frameworks shape actual teaching practices. Educator awareness of GCED varies, with higher visibility in the social sciences and humanities. However, the literature lacks comparative studies that explore disciplinary differences in GCED understanding and application. While Goren and Yemini (2017) and Bosio and Torres (2020) note increasing awareness, few studies evaluate how deeply this awareness translates into pedagogical change. Further, although UNESCO (2018) and Mishra and Srivastava (2024) highlight the importance of teacher preparation, research on the effectiveness of existing professional development programs remains limited and mostly descriptive.

Educators' attitudes are crucial for GCED uptake, yet this area is under-theorized. While Demir (2024) shows that teacher motivation supports implementation, the structural and psychological factors shaping this motivation are not well understood. There is limited research on resistance or apathy towards GCED, particularly in politically or culturally conservative settings. Existing studies tend to assume positive dispositions without investigating the barriers that constrain even well-intentioned educators from integrating GCED meaningfully.

Pedagogical strategies for GCED include experiential learning, community engagement, and technology-based global learning. While these approaches are widely recommended, their adaptability across diverse educational contexts is inadequately studied. Suciati et al. (2023) and Auh (2024) affirm the value of civic engagement and participatory research, but evidence on scalability and sustainability is sparse. Akarri et al. (2022) and Lee et al. (2017) point to the potential of digital platforms, yet studies rarely address digital divides or disparities in institutional capacities. Massaro (2022) and Yadava (2020) propose study abroad and case-based learning, but such strategies are often inaccessible in low-resource environments.

In the Philippine context, Alvero (2023) links high self-assessment of GCED integration with conceptual understanding, yet such self-reports require triangulation with observed teaching practices. Bercasio and Perez (2020) note implementation challenges, yet their findings stop short of identifying actionable solutions. Studies like those of Sung and Hwang (2024) and Ekanayke et al. (2020) underscore deficiencies in pedagogical training but fall short of offering comprehensive models for capacity building.

Across the reviewed literature, a major gap persists in connecting GCED theory with classroom-level realities. Few studies use longitudinal or comparative methods to assess the sustained impact of GCED training or curriculum reforms. There is also a need for critical, context-sensitive frameworks that recognize regional disparities in educational infrastructure, teacher autonomy, and institutional support. Addressing these gaps will be essential to move GCED from rhetoric to practice.

## 2. Methods

### 2.1 Participants

The study will be conducted in four main campuses of higher education institutions in CARAGA region: Caraga State University-Main Campus (CSU), Agusan del Sur State College of Agriculture and Technology (ASSCAT), North-Eastern Mindanao State University-Tandag Campus (NEMSU), and Surigao del Norte State University (SNSU). These institutions were selected due to their academic standing, strategic influence in the CARAGA region, and their role in advancing regional educational policies, which are aligned with the study's objectives. These institutions are known for their contributions to the socio-economic development of the CARAGA region, which ensures that their faculty's engagement with GCED is highly relevant for the study's focus on educational integration and policy impact.

The population for this study consisted of all faculty members from the Social Sciences departments of the selected institutions, with consensus sampling employed. This approach ensured that the sample was specifically aligned with the GCED domains under investigation, as faculty in the Social Sciences were more likely to engage with the core principles of citizenship, social responsibility, and global awareness. A total of 69 faculty members across the four institutions participated in this study. This method is typically used when the group possessing the characteristics being studied is small or highly specific (Thomas, 2022) This method enhances accuracy and representativeness by eliminating sampling bias and providing a comprehensive view of the population. Although complete enumeration requires more time and effort, it offers a thorough understanding of instructors' attitudes, awareness, and integration of GCED.

### 2.2 Measurements and Procedures

The data collection tool used in this study was a researcher-developed questionnaire, created specifically to fit the objectives of the research. Each question in the instrument was anchored in established literature and official GCED resources from the United Nations (2015) referenced in this study. For instance, the 2015 UN GCED guidelines emphasize that immersive classroom activities help strengthen students' connection to their local culture and enhance cultural awareness. In line with this, Statement No. 8 under the pedagogical strategies section was included: *"I engage my students with local cultural practices such as attending or participating in local festivals."* The questionnaire was validated by five academic experts with strong backgrounds in educational supervision,

curriculum development, and GCED. These experts were selected based on their doctoral qualifications and extensive professional experience in higher education, ensuring their capacity to evaluate the instrument's relevance and alignment with GCED principles. Content evaluation and validation forms were provided to the validators to systematically assess the questionnaire's content and contextual validity. Their comments and suggestions were reviewed and incorporated by the researcher. Once the revisions were completed, the instrument was finalized and formally approved for implementation by the validators. Subsequently, the instrument underwent a reliability test. It was pilot-tested in a university outside the study locale, involving 35 teacher-respondents from an education program. The instrument achieved a Cronbach's alpha value exceeding the acceptable threshold of 0.7 across all sections, indicating strong internal consistency. This thorough validation process, incorporating both expert feedback and reliability testing, significantly enhances the instrument's credibility and ensures that it will yield accurate, meaningful data for the research.

The questionnaire was divided into three main sections. The first section, Awareness, contained ten questions designed to assess faculty knowledge of GCED principles. These questions were rated on a 5-point Likert scale, informed by established frameworks of GCED to ensure they reflected the essential aspects of global citizenship as highlighted in prior educational research. The second section, Attitudes, included ten questions aimed at evaluating faculty attitudes toward GCED. These questions focused on how faculty perceived the importance, relevance, and openness to integrating GCED into their teaching. Again, a 5-point Likert scale was used to capture a broad spectrum of faculty views on the subject. The final section, Integration, examined the extent to which GCED had been integrated into their pedagogical strategies rated on a 5-point Likert scale, to assess how deeply GCED was embedded in faculty practices. The selection of this domain of integration was based on their relevance to GCED, as identified in the academic literature, which emphasizes its role in successful GCED implementation in higher education.

### 2.4 Data analysis

The data will be analyzed using descriptive and inferential statistics. First, the mean will provide an overall understanding of faculty awareness, attitudes, and integration of GCED, while the standard deviation (SD) will measure the spread of responses. A 5-point Likert scale will categorize faculty responses on their level of awareness and attitudes toward GCED. Spearman's rank correlation will assess the relationships between awareness, attitude, and integration of GCED, as the data does not meet the assumption of normality for Pearson's correlation.

### 2.5 Ethical Considerations

The study observed key ethical principles in working with Social Sciences faculty from four SUCs in Caraga. It aimed to provide useful input on integrating global citizenship education (GCE) into teaching practices. Participation was voluntary, with informed consent secured before any data were collected. Risks were minimal, and privacy was protected through data anonymization and secure storage, in compliance with the Data Privacy Act of 2012. The study ensured fairness in selecting participants and maintained transparency about its purpose and process. The researcher is guided by qualified mentors and was given an approved implementation form by the institution. SUC administrators and faculty were involved, and results is shared to support educational development in the region.

## 3. Results and Discussion

The study focused on determining the level of awareness, attitude and their extent of integration of GCED among Social Sciences faculty members in their pedagogical strategies. The researcher wanted to address the research gaps=detailing that the level of awareness of State Universities and Colleges (SUC) Social Science faculty members regarding Global Citizenship Education (GCED) across various indicators have an overall mean score of 4.11 indicates that faculty members are generally aware of GCED and its key components. This aligns with Bosio and Torres (2020), who found similar trends among faculty in social sciences and humanities, where GCED topics are often discussed.

Faculty showed the highest awareness in areas related to their role in promoting GCED in the classroom, notably in the statement *"I am aware of my role as a teacher in promoting GCED"* M=4.26, S. D=0.98. This aligns with UNESCO (2018), which emphasizes the teacher's role in delivering GCED effectively. Mishra and Srivastava (2024) also note that faculty who understand their role can create impactful learning experiences.

Awareness was also high in indicators related to GCED competencies such as human rights, peace, and social justice. *"I am aware of the competencies GCED aims to develop in learners"* (M=4.25, SD=0.96); *"GCED promotes observation of human rights, peace, and social justice"* (M=4.25, S.D.=0.99); *"I am aware that GCED addresses contemporary global*

*challenges such as climate change, human rights violations, conflicts, and global health issues "*(M=4.21, S.D.=1.03). All of these indicators were verbally characterized as 'Very Aware'. Evidence demonstrates that faculty members possess knowledge of the learning competencies categorized into the three domains of Global Citizenship: cognitive, socio-emotional, and behavioral. These domains underpin the core themes of Global Citizenship Education (GCED), including human rights, peace, social justice, and global challenges. These align with Kumari et al. (2020), who emphasized the need to equip educators with the knowledge and skills to foster global citizens.

However, the lowest awareness was found in *"I am aware of the resources available for teaching GCED"*(M=3.80, S.D=0.96), suggesting that while faculty understand GCEDs' importance, they lack awareness of the teaching resources available. This finding echoes Cho and Mosselson (2017), who identified resource limitations as a barrier to effective GCED implementation. In conclusion, while faculty are aware of GCED's importance and their role in its integration, there is a need for better resources to support teaching. Ensuring access to appropriate materials and professional development will enhance faculty's ability to deliver GCED effectively.

In terms of the attitude of SUC Social Science faculty members toward GCED had overall mean score of 4.47 and a standard deviation of 0.65, faculty members strongly agree on the importance and relevance of GCED in higher education. All individual indicators received mean scores above 4.30, reflecting a highly positive attitude toward GCED. The highest-rated items included: *"GCED should be included in the institution's curriculum"* (M = 4.59, SD = 0.64), *"Faculty members have a key role in promoting GCED in higher education"* (M = 4.57, SD = 0.56), *"The inclusion of GCED in the curriculum benefits both students and society"* (M = 4.51, SD = 0.67), and *"GCED transforms learners to become responsible global citizens able to contribute to a more inclusive, just, and peaceful world"* (M = 4.48, SD = 0.59). These findings indicate a strong consensus among faculty members about the importance of GCED in preparing students for global challenges and fostering peace and inclusivity.

The indicators with the lowest mean scores, though still highly rated, were *"GCED fosters a sense of empathy and solidarity among students" (*M = 4.38, SD = 0.69) and *"I can effectively deliver a lesson that integrates Global Citizenship Education (GCED)"* (M = 4.38, SD = 0.66). These results suggest that while faculty members strongly support GCED, they may have concerns about their ability to effectively integrate it into their lessons, possibly due to limited training or resources

Meanwhile, pedagogical strategies employed by SUC Social Science faculty members with the integration of Global Citizenship Education (GCED) had an overall mean score of 4.15 (SD = 0.85), interpreted as "Often," the results indicate that while GCED-related teaching strategies are regularly used, some are applied more consistently than others. Among the most frequently applied strategies, those rated "Always" include: *"I encourage students to explore global concepts by examining them from the perspectives of various courses"* **(P2-10)** (M = 4.41, SD = 0.76), *"I encourage critical thinking in students through debates discussing economic inequality, environmental degradation, and social injustice"***(P2-3)** (M = 4.39, SD = 0.69), *"I impose healthy open dialogue during discussions promoting respect for cultural differences"***(P2-9)** (M = 4.39, SD = 0.74), *"I facilitate learner-centered discussions on global interdependence and interconnectedness"***(P2-1)** (M = 4.25, SD = 0.67), and *"I organize collaborative activities (e.g., peer sharing, brainstorming, concept mapping) helping students learn to adjust individual differences"* **(P2-4)** (M = 4.25, SD = 0.67).

The consistently high ratings of these indicators suggest that faculty members prioritize interdisciplinary and learner-centered teaching methods. Specifically, indicator P2-10 underscores the importance of connecting global concepts across various disciplines, which allows students to understand the interconnectedness of global issues. This interdisciplinary approach aligns with Auh (2024) and UNESCO (2015), who stress the significance of seeing global challenges as interconnected rather than isolated. Indicator P2-3 reveals that faculty members actively integrate critical thinking into their teaching by fostering debates on crucial topics like inequality and environmental degradation, helping students form independent, informed perspectives.

Indicators P2-9, P2-1, and P2-4 further highlight the faculty's commitment to developing intercultural respect and collaboration. In particular, P2-9 emphasizes the importance of promoting respect for cultural differences through open dialogue, an essential aspect of global citizenship development. Hammer et al. (2023) emphasize that such dialogue cultivates intercultural sensitivity, which is crucial for fostering a global mindset. Indicator P2-4 shows that faculty members frequently use collaborative activities to nurture cultural sensitivity and tolerance, further enabling students to develop empathy and understanding for diverse perspectives, preparing them for a globalized world (Auh, 2024). Additionally, P2-1 indicates that faculty members embrace learner-centered approaches, empowering students to take active roles in their learning, which is crucial for fostering critical thinking and empathy as emphasized by UNESCO (2022).

However, areas such as project-based learning (P2-2) and engagement with local cultural practices (P2-8), both rated as "Often," suggest that faculty members could benefit from further support in consistently applying these strategies to enhance GCED integration across all instructional practices.

Although faculty members show strong commitment to integrating GCED strategies, certain approaches were less frequently implemented. For example, engaging students in local cultural practices (P2-8) had a lower mean score (M = 3.66, SD = 1.03), indicating it was only sometimes incorporated. Darling-Hammond et al. (2021) stress that experiential learning through cultural engagement helps students bridge local and global perspectives, making it an essential pedagogical tool.

Project-based learning (P2-2) also received a lower rating (M = 3.89, SD = 1.02), pointing to challenges in its full implementation. Auh (2024) suggests that such learning strategies enhance critical thinking and empathy, but resource constraints and time pressures may limit their use in the classroom. Leite (2024) further emphasizes that project-based learning makes global issues more relatable by encouraging practical problem-solving.

The use of case studies (P2-7) (M = 4.07, SD = 0.91) also showed room for improvement. While this method is common for addressing real-world issues, its inconsistent application may lessen its overall impact. According to Yadava (2020), case studies are valuable for helping students apply theoretical knowledge to global challenges, but their effectiveness depends on thoughtful integration into the curriculum.

Addressing these areas of improvement—such as by offering additional training, resources, or support—could strengthen the application of these pedagogical strategies. Auh (2024) and Suciati et al. (2023) highlight the importance of culturally sensitive and community-based teaching methods for enhancing students' global competencies and real-world engagement.

To explore the relationship between the level of awareness, attitude and extent of integration of Global Citizenship Education (GCED) among the SUC Social Science Faculty a Spearman correlation analysis was conducted. Based on the analysis, the results indicate a moderate positive correlation ($\rho = 0.553$, $p < 0.001$) between awareness and attitude, suggesting that faculty members with higher awareness of GCED tend to have a more positive attitude toward its integration.

Furthermore, a strong positive correlation ($\rho = 0.743$, $p < 0.001$) was found between awareness and integration, indicating that a higher level of awareness is strongly associated with greater implementation of GCED. The strong correlation supports the idea that awareness is an important variable in implementing the integration of GCED. Faculty members who are aware of it and see the relevance of it in the globalized world are more inclined to include it into their subjects being taught. Lastly, a moderate positive correlation ($\rho = 0.519$, $p < 0.001$) was observed between attitude and integration, implying that faculty members with a more positive attitude are more likely to integrate GCED into their teaching practices. Faculty members who view GCED favorably will tend to take necessary actions to make it part of their teaching-learning process in the classrooms.

Since all p-values are below 0.05, the relationships are statistically significant, reinforcing the idea that both awareness and attitude play crucial roles in the extent of GCED integration. Thus, the researcher conclude that there is a significant relationship between awareness, attitude, and integration of GCED among SUC Social Science faculty in their pedagogical strategies. The positive correlations of level of awareness, attitude and extent of integration aligns with Ajzen's theory of planned behavior which suggest that people's action is influenced by their attitude towards the behavior, the social norm of others doing it and the belief that they have over doing it. So, if someone feels good about a behavior, thinks others expect it, and believes they can do it, they're more likely to do so. In application to the study Social Science faculty members with a positive attitude towards integrating GCED are more likely to act on it. Just like in the mentioned theory where perception plays an important role, in the study level of awareness plays a key role too. When faculty members understand the importance of integration, they might feel the norm of others integrating it also. Together, a positive attitude and strong awareness create a stronger intention to integrate.

Institutions can facilitate better integration of GCED into their faculty members teaching practices by enhancing faculty awareness and promoting positive attitude towards it. This strategy of targeting better awareness and attitude will contribute to better integration of GCED, developing globally conscious students. Determining the current state if teachers' awareness of GCED, making it a research-based evidence will drawn the attention of institutional policy makers in developing systematic professional development programs that will equip teacher with skills necessary to effectively teach GCED topic to their student (Al-Husban & Tawalbeh, 2022).

A mediation analysis was conducted to determine whether attitude mediates the relationship between awareness and integration of Global Citizenship Education (GCED) in pedagogical strategies among SUC Social Science faculty. The total effect of awareness on integration was found to be significant ($\beta = 0.442$, $p < 0.001$), indicating that higher awareness of GCED is associated with greater integration in teaching practices. When considering the mediating effect of attitude, the direct path from awareness to attitude was also significant ($\beta = 0.270$, $p < 0.001$), confirming that increased awareness fosters a more positive attitude toward GCED. Moreover, when both awareness and attitude were included in the model, the combined effect on integration remained significant ($\beta = 0.430$, $p = 0.00425$), while the direct effect of awareness slightly decreased. This suggests that attitude partially mediates the relationship between awareness and integration, meaning that while awareness directly influences integration, a portion of its effect is channeled through attitude. Since all p-values are below 0.05, these results confirm that enhancing awareness can directly increase integration while also improving attitudes, which further contribute to integration efforts.

Another aspect this study tried to assess is to see the relationship among the variables of Awareness, Attitude and Extent of Integration of GCED. The findings were interpreted through the lenses of Ajzen's Planned Behavior Theory (TPB), supported by Mezirow's Transformative Learning Theory and Bandura's Social Cognitive Theory. The findings parallel Ajzen's (1991) Planned Behavior Theory (TBP), which says that behavior is influenced by attitude, subjective norms and perceived behavioral control. In the study, the awareness and attitude variable serves key drivers of GCED integration. The moderate positive correlation between awareness and integration supports the idea that when faculty members recognize the importance of GCED, they are more likely to implement it in their teaching. The partial mediation of attitude between awareness and integration through mediation analysis, meaning a portion of its effect of the direct path between awareness and integration is channeled through attitude, further reinforces TPB, as a positive perception of Social Sciences faculty members to GCED enhances their intention to integrate it into their teaching. Moreover, Mezirow's (1997) Transformative Learning theory suggests that individuals reinterpret their experiences through reflection, leading to a shift in worldview. The study's results reflect this, as faculty members with higher awareness of GCED are more inclined to integrate it into their teaching. Social Sciences faculty member's attitude serves as a transformative factor, shaping their perception on GCED and influencing their willingness to adapt teaching strategies to integrate GCED concepts. In addition, Bandura's (1986) Social Cognitive Theory emphasizes that behavior is shaped by personal, environmental and behavioral factors through observation, modeling and self-efficacy. The study supports SCT by showing that faculty members with greater awareness (personal factor) develop a more positive attitude, which increases the likelihood of integration (behavioral change). The moderate correlation between attitude and integration indicates that faculty who view GCED positively are more likely to take action in integration.

## 4. Limitations of the study

This study is limited to SUC Social Science faculty members, which means the findings may not apply to other disciplines or private institutions. The study relied on self-reported data, which may be influenced by personal biases or misinterpretation of GCED concepts. Additionally, while the study measured awareness, attitude, and integration, it did not assess the actual effectiveness of GCED implementation in classrooms.

## 5. Implications

The findings of this study, when viewed through the lens of the Theory of Planned Behavior, show a clear and meaningful connection between faculty awareness, attitude, and integration of Global Citizenship Education (GCED) into teaching. First, it was found that faculty members who are more aware of GCED tend to have a more positive outlook toward it. In turn, this positive outlook directly supports the way they bring GCED into their classroom strategies. This points to the importance of increasing faculty awareness. When faculty members better understand GCED—its concepts, goals, and relevance—they are more likely to develop a positive perspective toward it. And when that outlook is strengthened, they are more inclined to bring GCED into their classroom practices in meaningful ways.

These results highlight the need for institutions to provide support that starts with awareness-building. Workshops, seminars, or even regular discussions on GCED can help faculty become more familiar with the concept. Alongside this, institutions should ensure that faculty members have access to concrete resources—teaching guides, classroom examples, and strategies that are easy to adapt to their subjects. The pathway is clear: increased awareness leads to a

more positive outlook, and that outlook supports stronger integration of GCED. If schools and universities want GCED to take root in actual teaching practice, they must invest in both knowledge-building and practical support for faculty. As faculty integrate GCED into their lessons, students are given more chances to develop global citizenship skills—skills like critical thinking, cultural awareness, empathy, and responsible global engagement. These are exactly the kinds of soft skills that many Filipino workers are often found lacking when applying for jobs abroad, as identified in previous studies and national labor reports.

## 6. Future Research Recommendations

1. Expand the study to include faculty from other disciplines and private institutions to gain a broader understanding of GCED awareness and integration.
2. Conduct classroom observations or student assessments to evaluate the actual impact of GCED integration on learning outcomes.
3. Explore the effectiveness of professional development programs in improving faculty competency in GCED.
4. Investigate the barriers preventing the full adoption of GCED strategies, particularly in project-based learning and cultural engagement activities.

**Part I. Level of Awareness of SUC Social Sciences faculty members in Global Citizenship Education (GCED).**

| INDICATOR | MEAN | STANDARD DEVIATION | VERBAL INTERPRETATION |
|---|---|---|---|
| **I am aware ....** | | | |
| 1. that the sense of belonging to a global community is one of the definitions of GCED | 4.16 | 0.93 | Aware |
| 2. of the competencies GCED aims to develop in learners (e.g., develop skills for critical thinking and analysis, empathy, respect for diversity, etc.) | 4.25 | 0.96 | Very Aware |
| 3. that there are different teaching strategies to integrate GCED | 4.15 | 1.05 | Aware |
| 4. that GCED reflects the Sustainable Development Goal (SDG) number 4.7 which is to equip learners with global citizenship skills | 4.03 | 1.09 | Aware |
| 5. of the topics included in the implementation of GCED | 4.03 | 1.02 | Aware |
| 6. that GCED promotes observation of human rights, peace and social justice | 4.25 | 0.99 | Very Aware |
| 7. of the resources available for incorporating Global Citizenship Education into classroom teaching | 3.80 | 0.96 | Aware |
| 8. of the integration of GCED into the subjects I teach | 3.98 | 1.06 | Aware |
| 9. that GCED addresses contemporary global challenges such as climate change, human rights violation, conflicts, global health issues, etc. | 4.21 | 1.03 | Very Aware |
| 10. of my role as a teacher in promoting GCED in the classroom | 4.26 | 0.98 | Very Aware |
| **OVERALL** | **4.11** | **1.01** | **Aware** |

**Part II. Attitude of SUC Social Sciences faculty members towards Global Citizenship Education (GCED).**

| INDICATOR | MEAN | STANDARD DEVIATION | VERBAL INTERPRETATION |
|---|---|---|---|
| **I believe that....** | | | |
| 1. integrating GCED enhances students' critical thinking towards understanding of global issues | 4.48 | 0.65 | Strongly Agree |
| 2. attending seminars or trainings on GCED would enhance my teaching | 4.41 | 0.69 | Strongly Agree |
| 3. GCED should be included in the curriculum | 4.59 | 0.64 | Strongly Agree |

| | | | |
|---|---|---|---|
| 4. GCED transforms learners to become responsible global citizens able to contribute to a more inclusive, just and peaceful world | 4.48 | 0.59 | Strongly Agree |
| 5. the inclusion of GCED in the curriculum benefits both students and society | 4.51 | 0.67 | Strongly Agree |
| 6. faculty members have a key role in promoting GCED in higher education | 4.57 | 0.56 | Strongly Agree |
| 7. GCED is essential for preparing students for global challenges and opportunities | 4.46 | 0.67 | Strongly Agree |
| 8. GCED fosters a sense of empathy and solidarity among students | 4.38 | 0.69 | Strongly Agree |
| 9. I can effectively deliver a lesson that integrates Global Citizenship Education (GCED) | 4.38 | 0.66 | Strongly Agree |
| 10. I embody the right attitude of sensitivity, empathy, and cultural awareness in teaching Global Citizenship Education (GCED) | 4.44 | 0.62 | Strongly Agree |
| OVERALL | 4.47 | 0.65 | Strongly Agree |

**Extent of Integration of Global Citizenship Education (GCED) Through Pedagogical Strategies Among SUC Social Science Faculty**

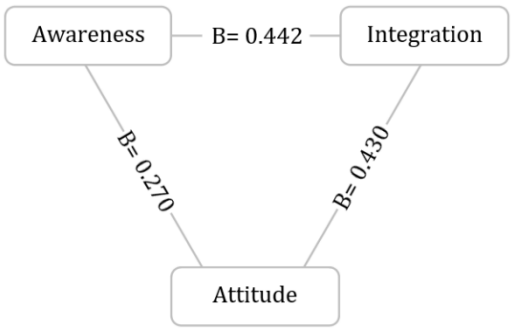
| INDICATOR | MEAN | STANDARD DEVIATION | VERBAL INTERPRETATION |
|---|---|---|---|
| **Pedagogical Strategies** | | | |
| 1. I facilitate learner centered discussions on global interdependence and interconnectedness. | 4.25 | 0.67 | Always |
| 2. I use project-based learning to engage students in solving global challenges. | 3.89 | 1.02 | Often |
| 3. I encourage critical thinking in students through debates by raising motion related to economic inequality, environmental degradation, and social injustice. | 4.39 | 0.69 | Always |
| 4. I organize collaborative activities (e.g., peer sharing, brainstorming, concept mapping, etc.) that promote cultural awareness and diversity. | 4.25 | 0.67 | Always |
| 5. I include materials that develop intercultural understanding. | 4.08 | 0.74 | Often |
| 6. I incorporate experiential learning to connect students with their society through community service. | 4.15 | 0.89 | Often |
| 7. I use case studies to help students explore current events and their global implications (e.g., climate change, human rights, etc.) | 4.07 | 0.91 | Often |
| 8. I engage my students with local cultural practice such as attending or participating to local festivals. | 3.66 | 1.03 | Often |
| 9. I impose healthy open dialogue during discussions promoting respect for cultural differences. | 4.39 | 0.74 | Always |
| 10. I encourage students to explore global issues by examining them from the perspectives of various courses. | 4.41 | 0.76 | Always |
| OVERALL | 4.15 | 0.85 | Often |

**Spearman Correlation Analysis between Awareness, Attitude, and Integration of GCED**

| Variables Compared | Spearman Correlation (ρ) | p-value | Interpretation |
|---|---|---|---|
| Awareness vs Attitude | 0.553 | 0.0000038 | Significant (Moderate |

| | | | positive relationship) |
|---|---|---|---|
| Awareness vs Integration | 0.743 | 0.00000000000742 | Significant (Strong positive relationship) |
| Attitude vs Integration | 0.519 | 0.0000181 | Significant (Moderate positive relationship) |

**Mediation Path Diagram: Awareness, Attitude, and Integration**




| Path | Coefficient | p-value | Interpretation |
|---|---|---|---|
| Awareness → Integration (Total Effect) | 0.442 | 0.000000768 | Significant |
| Awareness → Attitude (Path a) | 0.270 | 0.0001849 | Significant |
| Awareness & Attitude → Integration (Path b & c') | 0.430 | 0.00425 | Significant |

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