

Full Length Research Paper

Investigation of global citizenship levels of pre-service Physical Education teachers

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The purpose of the present research is to define global citizenship levels of pre-service physical education teachers and investigate whether their global citizenship levels vary by various variables. A total of 485 pre-service teachers, studying at 3rd and 4th grades of undergraduate programs of physical education teaching at thirteen different universities participated in the present research. The research is a descriptive study in survey model. In order to collect data, Global Citizenship Attitude Scale, developed by Şahin and Çermik was utilized. Obtained data were analysed through descriptive statistics (Mean, standard deviation), t-test, ANOVA test, and finally Tukey test for multiple comparisons. According to the findings obtained in the present research, global citizenship of pre-service physical education teachers is medium level and can be developed; additionally global citizenship level does not vary by gender and YGS (The Transition to Higher Education Examination) scores; while increase in total family income, daily Internet use and foreign language proficiency increased global citizenship level, but not at a statistically significant level. An interesting finding of the present research is that, the university, the number of foreign friends, and having athlete licence variables are effective on global citizenship level.

Key words: Physical education, pre-service teacher, global citizenship attitude.

INTRODUCTION

Due to technological advances, the world has become a borderless world. The concepts of globalisation, global interaction, and global citizenship have attracted continued debates in the modern era. An event occurring in one part of the world affects the other parts of the world as well (Lim, 2008). As this interaction becomes more distinct, these concepts are debated more in every area from education to economy, from politics to sociology and from sport to art.

Although there have been many definitions, global

citizenship refers to realizing the powers and the effects of these powers on human life, understanding cultures and cultural differences, analysing the problems of the world from different perspectives, and producing new ideas for the world (Burrows, 2004). Additionally, global citizenship is a multi-dimensional structure formed of social responsibility, global competency and global civil participation (Ogden, 2011). Carter (2001) explained global citizenship in three dimensions; first is that the citizens are consumers with individual rights and their

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Table 1. Responsible global citizen.

	Knowledge and understanding	Skills	Values and attitudes
1	Social justice and equity	Critical and creative thinking	Sense of identify and self-esteem
2	Identity and diversity	Empathy	Commitment to social justice and equity
3	Globalisation and interdependence	Self-awareness and reflection	Respect for people and human rights
4	Sustainable development	Communication	Value diversity
5	Peace and conflict	Cooperation and conflict resolution	Concern for the environment and commitment to sustainable development
6	Human rights	Ability to manage complexity and uncertainty	Commitment to participation and inclusion
7	Power and governance	Informed and reflective action	Belief that people can bring about change

duties and responsibilities are emphasized; second is the role of citizens in their nations based on 19th century liberal thinking, and this dimension highlights rights besides the concepts of duties and social responsibilities and universal democratic values; and finally the third is the citizen's role as an activist, who is interested in issues, such as global economic discussions, environmental problems, social justice and poverty.

The advocates of global citizenship, which is wide-spread claim that the conceptual development of global citizenship is prevented by exclusivist developments of modern nation state perception with the concern that it may result in a weakening and separation in the sense of unity and belonging within the project of national citizenship (Purcell, 2003). On the other hand, national citizenship education in the changing world conditions should provide students with necessary skills, talents and attitudes required in their own nation state, besides skills related to getting to know groups of different ethnic, cultural, religious and language structures so that they can endeavour for a more fair world (Banks, 2004). In terms of the development of global citizenship and national citizenship, it is important that traditions of global citizenship education and national

citizenship education, which are separate historically, come together (Davies et al., 2005). A global citizen is a model, who does not underrate the national values; on the contrary respects them, and does not have any problems with adopting universal values (Kan, 2009). Intercultural education raises awareness among students on the life styles of cultures and societies other than theirs, while enables them learn the values of their own culture (Trede et al., 2013).

With the rapid changes in the world, there is a conversion from being a citizen of a country towards being a world citizen. Educational systems should be renewed in this context, and contribute to the process (Kan, 2009). Global citizens should accept all people, protect environment, help the indigent, and pay effort for peace (Miranda, 2010), and the knowledge, skills, values and attitudes, which are important from this perspective are presented in Table 1, as stated by Oxfam (2015).

Today, living together in peace has become an ethical, social and political necessity in the globalizing and interactive world. In this new world order, it is important to raise individuals not as passive observers of events, but as active world citizens who can live in changing and more complex society, and catch up with the rapid

changing knowledge. Education plays an important role in this task shared by whole world (Lim, 2008; Stavenhagen, 2008), and improving the human potential in accessing global citizenship can be attained best through schools (Takkac and Akdemir, 2012). Therefore, the role of teachers is of utmost important in raising individuals as world citizens. Teachers need to avoid stereotyped judgements and acknowledge cultural differences, and make their students do so (Haydon, 2006). In the multicultural world society, teachers should develop their students' cultural, national and global identities in order to help them become thoughtful, concerned and responsive citizens (Banks, 2001). Additionally, as the pioneers of global citizenship education, Holden (2000) and Hicks (2003) draw attention to the difficulties in presenting this movement to conservative teachers. Besides these difficulties, among the objectives of internationally recognized universities, which train teachers, are raising their students as global citizens who can make their students actively participate in national, regional and global events (Thanosawan and Laws, 2013). Physical education is a field that has a long history in education and it is known with its contribution to students' social development in addition to many different learning domains

Table 2. Personal information of the participants.

Variables	Sub-categories	n	%
Gender	Male	289	59.6
	Female	196	40.4
	Total	485	100
Athlete License	No	246	50.7
	Yes	239	49.3
	None	239	49.3
Number of Foreign Friends	Only 1	45	9.3
	2-4 friends	104	21.4
	5-9 friends	46	9.5
	10 or more friends	51	10.5

Table 3. Number of participants by universities.

University	City	n	%
9 Eylül University	İzmir	40	8.2
AfyonKocatepe University	Afyon	29	6.0
Ađrı İbrahim Çeçen University	Ađrı	36	7.4
Akdeniz University	Antalya	33	6.8
Erzincan University	Erzincan	40	8.2
Gazi University	Ankara	34	7.0
Gaziantep University	Gaziantep	33	6.8
Harran University	Şanlıurfa	27	5.6
Karabük University	Karabük	35	7.2
Mehmet AkifErsoyUniversity	Burdur	40	8.2
Mustafa Kemal University	Hatay	52	10.7
Sakarya University	Sakarya	40	8.2
Selçuk University	Konya	46	9.5
Total		485	100

(Dowling and Kárhús, 2011). Accordingly, development and investigation of global citizenship levels of individuals, who are trained to become teachers of this field, will affect tendency to global citizenship and global citizenship levels of next generation. According to Shultz and Abdi (2008), adapting the attainments of global citizenship to other courses, instead of giving it as a separate course in the curriculum can be more effective. For this reason, global citizenship levels and perceptions of pre-service physical education teachers is very important for the present research. The purpose of the present research is to investigate global citizenship levels of pre-service physical education teachers, and analyse the variation of this level depending on gender, university, YGS (University Entrance Exam) scores, foreign language proficiency, being an athlete, family total income, spent time in the internet daily and the number of foreign friends.

METHODOLOGY

The present is a descriptive study in survey model. The work group consists of 485 pre-service teachers, whose personal information is presented in Table 2, and who study at undergraduate program of physical education teaching at thirteen different universities presented in Table 3 in 2014-2015 academic year.

In order to define the global citizenship attitudes of pre-service teachers, *Global Citizenship Scale (GCS)*, which consists of 30 items and three dimensions, was developed by Morais and Ogden (2011) and adapted to Turkish by Şahin and Çermik (2014), who also tested validity and reliability ($\alpha=0.76$), was utilized as data collection tool.

The scoring of the 5-point likert type scale is as "totally disagree (1) and totally agree (5)". The items in the "Social Responsibility" dimension of the scale are scored reversely. Cronbach alpha reliability coefficient of the scale was calculated as .83 in the present research. Statistical analyses were conducted on SPSS 22 packaged software. Significance level was taken as 0.05 for statistical calculations. Kolmogorov-Smirnov normality test results showed that collected data were suitable for parametric analysis

Table 4. Analysis of global citizenship level in terms of gender variable.

Gender	N	Mean	Std. Deviation	df	t	p
Male	289	98.3633	15.19604	483	1,548	.122
Female	196	96.1990	14.98704			

Table 5. Analysis of global citizenship level in terms of university variable.

Source of Variance	Sum of squares	df	Average of Squares	F	P	η^2
Between groups	8079.295	12	673.275	3.092	0.000	0.07
Within groups	102771.893	472	217.737			
Total	110851.188	484				

Table 6. Analysis of global citizenship level in terms of YGS score variable.

Group	N	mean	Std. Dev.	Source of Variance	Sum of squares	df	Average of squares	F	P
180 and less	12	95.58	15.94	Between groups	1811.048	4	452.762	1.993	0.094
181-230	75	93.25	12.45	Within groups	109040.140	480	227.167		
231-280	149	99.07	15.35	Total	110851.188	484			
281-330	189	97.83	14.63						
331 and more	60	98.13	18.21						

methods ($p > 0.05$). Quantitative data were analyzed by using descriptive statistics, namely frequencies and percentages, means (M) and standard deviations (SD). To do analysis, Independent Sample T-Test and one-way analyses of variance (ANOVA) were performed. When statistical difference was found, analysis of the difference was determined by post hoc analysis of Tukey. Statistical analyses were conducted on SPSS 22 packaged software. Significance level was taken as .05 for statistical calculations.

Table 2 presents the personal information of the pre-service physical education teachers who participated in the present research.

Table 3 presents the distribution of pre-service physical education teachers, who participated in the present research, by the universities they study at.

RESULTS

As can be seen in Table 4, independent samples t test was conducted in order to find out whether gender variable had significant effects on global citizenship levels; and accordingly there is not a significant difference ($t_{(483)} = 1.548$, $p > 0.05$) between male students' average ($\bar{X} = 98.36$, $SD = 15.19$) and female students' average scores ($\bar{X} = 96.19$, $SD = 14.98$). Gender variable does not have a significant effect on global citizenship levels.

As can be seen in Table 5, there are significant differences between participants' global citizenship score averages in terms of the university they study at ($F_{(12,472)} = 3.092$, $p < .05$). The calculated effect size ($\eta^2 = 0.07$)

shows that this difference is medium level. According to the Tukey multiple comparison test results, there are significant differences ($p < .05$) between the score averages of Sakarya University ($\bar{X} = 107.49$)-AfyonKocatepe University ($\bar{X} = 93.65$) ($p < 0.05$), Sakarya University ($\bar{X} = 107.49$)-Ağrı İbrahim Çeçen University ($\bar{X} = 93.50$) ($p < 0.05$), Sakarya University ($\bar{X} = 107.49$)-Erzincan University ($\bar{X} = 95.52$) ($p < 0.05$), Sakarya University ($\bar{X} = 107.49$)-Harran University ($\bar{X} = 94.51$) ($p < 0.05$), Sakarya University ($\bar{X} = 107.49$)-Selçuk University ($\bar{X} = 93.15$) ($p < 0.05$) and Sakarya University ($\bar{X} = 107.49$)-Mustafa Kemal University ($\bar{X} = 96.67$) in favour of Sakarya University.

As Table 6 presents, there are no significant differences between global citizenship score averages in terms of YGS score variable ($F_{(3-480)} = 1.993$, $p > 0.05$).

As can be seen in Table 7, there are no significant differences between global citizenship score averages in terms of foreign language proficiency ($F_{(3-481)} = 2.176$, $p > 0.05$).

As is presented in Table 8, according to the independent samples t test conducted to find out whether having an athlete license has a significant effect on global citizenship, there is a significant difference between the score average of participants who do not have a license ($\bar{X} = 95.70$, $SD = 13.86$) and the score average of participants who have a license ($\bar{X} = 99.32$, $SD = 16.16$). Calculated effect size showed that the effect was low ($t_{(468)} = 2.646$, $p < 0.05$, $r = 0.12$).

Table 7. Analysis of global citizenship level in terms of foreign language proficiency variable.

Group	N	mean	Std. Dev.	Source of Variance	Sum of squares	df	Average of squares	F	P
Beginner	213	96.29	14.95	Between groups	1484.424	3	494.808	2.176	0.090
Elementary	199	97.29	15	Within groups	109366.763	481	227.374		
Intermediate	56	101.37	14.06	Total	110851.188	484			
Advanced	17	101.88	20.18						

Table 8. Analysis of global citizenship level in terms of having athlete license variable.

License	N	Mean.	Std. deviation	df	t	p	r
Yes	246	95.7033	13.86397	468	2.646	0.008	0.12
No	239	99.3264	16.16207				

Table 9. Analysis of global citizenship level in terms of total family income variable.

Group	N	mean	Std. Dev.	Source of Variance	Sum of squares	df	Average of squares	F	P
1-1000 TL	115	96.22	15.23	Between groups	1031.842	3	343.947	1.506	0.212
1001-2500 TL	231	96.80	15.09	Within groups	109819.346	481	228.315		
2501-4000 TL	112	99.27	15.28	Total	110851.188	484			
4001 TL and more	27	101.25	13.85						

Table 10. Analysis of global citizenship level in terms of internet use variable.

Group	N	mean	Std. Dev.	Source of Variance	Sum of squares	df	Average of squares	F	P
1 hour and less	105	96.93	13.87	Between groups	553.954	4	138.488	0.603	0.661
2-3 hours	226	98.12	15.96	Within groups	110297.234	480	229.786		
4-5 hours	97	95.94	15.03	Total	110851.188	484			
6-9 hours	37	99.70	15.02						
10 hours and more	20	96.55	12.85						

Table 9 shows that there are no significant differences between global citizenship score averages of participants in terms of family income variable ($F_{(3-481)} = 1.506$, $p > 0.05$).

As presented in Table 10 there are no significant differences between global citizenship score averages of participants in terms of Internet use time variable ($F_{(4-480)} = 0.603$, $p > 0.05$).

As can be seen in Table 11, in order to find out whether number of foreign friends affected global citizenship scores, global citizenship score averages of the groups formed according to number of foreign friends were compared with one-way variance analysis for independent samples, and statistically significant differences ($F_{(4-480)} = 7.178$, $p < 0.05$) were found between at least two of the averages of participants who had no foreign friends ($\bar{X} =$

94.30), participants who had only one foreign friend ($\bar{X} = 98.95$), participants who had 2-4 foreign friends ($\bar{X} = 98.47$), participants who had 5-9 foreign friends ($\bar{X} = 103.15$), and participants who had 10 or more foreign friends ($\bar{X} = 104$). Calculated size effect was ($\eta^2 = 0.05$), which showed the difference was medium level. Tukey multiple comparison test showed that the significant differences were between the participants who had no foreign friends and the participants who had 5-9 friends; and between the participants who had no foreign friends and the participants who had 10 or more friends.

DISCUSSION AND CONCLUSION

According to the findings obtained in the present

Table 11. Analysis of global citizenship level in terms of number of foreign friends variable.

Group	N	mean	Std. Dev.	Source of variance	Sum of squares	df	Average of squares	F	P	η^2	Significant difference
None	239	94.30	14.35	Between groups	6256.725	4	1564.181	7.178	0.000	0.05	none – 5-9 friends
Only 1 friend	45	98.95	15.43	Within groups	104594.462	480	217.905				
2-4 friends	104	98.47	13.68	Total	110851.188	484					
5-9 friends	46	103.15	15.21								
10 and more friends	51	104	17.51								

research, global citizenship levels of students who study at university programs, which train physical education teachers, is medium level ($\bar{X}= 97.48$). This finding reveals the necessity to increase the courses, extra-curricular activities, international students exchange programs and projects in undergraduate physical education teacher training programs to raise awareness on global citizenship. Engle and Engle (2003) state that abroad studies help individuals to know different societies, respect cultural differences and easily adapt to different cultures, while Behrnd and Porzelt (2012) report in their study conducted on German students that abroad experiences have positive effects on cultural adaptation and improving global citizenship values.

The findings of the present research showed that global citizenship levels of pre-service physical education teachers did not vary by gender, YGS score, family income level, and daily Internet use time at a statistically significant level, while global citizenship levels increased with increase in foreign language proficiency and total family income. Additionally, global citizenship levels of pre-service physical education teachers varied by their universities, the number of foreign friends, and having an athlete licence at a statistically significant level. Accordingly, global citizenship levels of students who study at Sakarya University are higher than students who study at AfyonKocatepe, Ağrı İbrahim Çeçen,

Erzincan University, Harran University, Selçuk and Mustafa Kemal University, and this difference may have resulted from geographical and socio-cultural differences, different base scores used in student selection examinations or other criteria. The difference could be correlated with level of the foreign and Erasmus students. Another significant finding obtained through analyses was that global citizenship levels of pre-service teachers who had more foreign friends were higher than the others. Accordingly, it can be concluded that having more foreign friends and increasing communication with foreigners can contribute to global awareness and global citizenship. Similarly, Gibson et al. (2008) stated that cooperation with people in other parts of the world was important in developing knowledge, skills and attitudes about world citizenship, and experience based education and developing communication technologies should be used to this end.

Another result of the analyses conducted within the present research was that pre-service teachers with athlete licence had higher levels of global citizenship. Taking into consideration that sports improve universal values and sport education supports individual social development (Roche, 2002; Rees and Miracle, 2000; Miller et al., 2001). This finding is more than natural. Sport education, which is multi-cultural in nature, can provide important contributions to developing

global citizenship.

The literature includes some previous studies on the global citizenship levels of pre-service teachers and university students. Karaca (2015) reported that pre-service social sciences teachers had positive global citizenship attitudes, while their attitudes did not vary by gender, geographical region, following politics, and parents educational background variables, while their global citizenship attitudes varied by class grade variable. Another study conducted by Chui and Leung (2014) found that university students' global citizenship levels did not vary by demographic variables, but global citizenship levels were higher among students who took part in non-governmental organizations, international voluntary help organizations, international educational institutions and international exchange programs. Another study conducted on pre-service primary school teachers reported that most of the pre-service teachers wanted to world citizens, but teacher training programs and their field experiences were not enough (Gallavan, 2008). Another study conducted by Ceylan (2014) on pre-service pre-school teachers found that pre-school teacher training program school include more about global citizenship, and similarly Gallavan (2008) stated that pre-service teachers wanted to teach global citizenship to children but teacher training programs and field experiences did not prepare them enough. Robbins et al. (2003), who

conducted a research in order to define pre-service maths, physical education, history, music, religious education, English, information technology, science, art, design and technology, and geography teachers' opinions about global citizenship education and reported that their participants thought that global citizenship education should be included in all courses as well as social education.

We cannot exactly foresee how the world will be in the next decade, however societies' desires to have a say in many areas, such as economy, politics, sport, art and education result in their effort to raise a generation who will be close to global issues, and will not have cultural adaptation problems. As can be seen in literature, there are many studies on raising individuals who can adapt to cultural climate, so for the present research it is considered important to investigate global citizenship levels of pre-service physical education teachers in terms of some variables at thirteen universities, as teachers have the most important role in shaping the next generations. Consequently, it was found that global citizenship level of pre-service physical education teachers was medium, their global citizenship level did not vary by gender and YGS score, while it increased in accordance with total family income, daily Internet use, and foreign language proficiency even not at a statistically significant level. Finally, the university where the participants study, the number of their foreign friends, and whether they have athlete license were variables that had statistically significant effects on their global citizenship levels.

Suggestions

Considering the findings obtained in the present research, the following suggestions can be provided in order to increase global citizenship levels among pre-service physical education teachers.

1. Practical courses should be included in undergraduate physical education teacher training programs in order to develop global understanding.
2. Student clubs at universities should be encouraged to global activities and partnerships.
3. Participation in global activities should be encouraged through grading and credit systems.
4. Abroad projects should be encouraged to increase international experience.
5. Students should be encouraged to have foreign pen pals though course and field projects.
6. The number of licenced athletes among students should be increased.

Conflict of Interests

The author has not declared any conflicts of interest.

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