Juxtaposing the global citizenship competencies of senior high school and college students: Input for a contextualized learning plan

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Abstract

Education and globalization, as tools empowering learners to think and act globally, are driving forces for producing the competent and humanized citizens that the world needs today. The present study explores the global citizenship competencies of senior high school (SHS) and college students as the baseline for a contextualized learning plan premised on that. The study employs the descriptive survey design of quantitative research, wherein the needed data are gathered through a questionnaire to select students with leadership positions in various student organizations in their respective institutions. The data gathered are analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (Independent Samples t-test). The findings reveal that both SHS and college students show strong agreement in possessing global citizenship competencies across knowledge, skills, values, and attitudes, with college students exhibiting slightly higher levels. College students demonstrate significantly more vital global citizenship competencies in knowledge, values, attitudes, and overall domains than SHS students, while no significant difference is observed in the skills domain. A contextualized learning plan is developed to address the learning needs of SHS and college students, aiming to sustain and enhance their global citizenship competencies in knowledge, values, and attitudes through various tailored activities.

Keywords: Contextualized learning plan; global citizenship competencies; senior high school; tertiary education

INTRODUCTION

Global Citizenship Education (GCED) has become a priority in the global education agenda by adopting Sustainable Development Goal 4 (SDG-4) or Quality Education by 2030. It gave learners the essential competencies and knowledge to tackle global, national, and local challenges (Alvero, 2023; Bosio & Torres, 2019; Hanley, 2021; McLean & Cook, 2016). As a result, countries are working towards incorporating GCED into their curriculum and preparing teachers to teach global citizenship in various educational settings (Alvero, 2023). Global citizenship emphasizes a sense of connection and responsibility to a broader global community, requiring a mindset and actions that value diversity and collaboration to address global challenges (UNESCO, 2024).

Developing citizenship skills is crucial in equipping students with the necessary tools to navigate and overcome social and professional practical life challenges (Buzdar et al., 2019). In recent years, the idea of "global citizenship" has gained traction in academic discourse, leading to the emergence of a new field known as global citizenship education. This field aims to deepen cross-cultural understanding by studying current transnational issues (Saperstein, 2019). However, implementing UNESCO's framework for global citizenship education faces multiple barriers, including limited time and resources to develop students' global competencies and consciousness (de Andreotti, 2014; Dill, 2013; Ibrahim, 2005; Nygren et al., 2020; Oxley & Morris, 2013). Despite these challenges, GCED remains a key education target for all nations worldwide, and efforts to incorporate it into formal, non-formal, and informal educational settings are ongoing (Alvero, 2023).

Indeed, GCED has gained momentum as a priority in the global education agenda, and countries are working tirelessly towards incorporating it into their curriculum. Global citizenship emphasizes a sense of connection and responsibility to a broader global community, and the development of citizenship skills is crucial in equipping students to navigate social and professional challenges. Despite the challenges in implementing UNESCO's framework for GCED, the ongoing efforts to incorporate it into various educational settings are a testament to the global commitment to this cause. Moreover, the studies by Al-Ani (2022), Alshawi (2023), Bernardo et al. (2022), Byker (2013), Goren and Yemini (2017), Nguyen (2021), and Skirbekk et al. (2013) all contribute to the understanding and measurement of GCED. These diverse perspectives enrich our understanding of GCED and contribute to the ongoing discourse in the field, providing valuable insights and knowledge. Similarly, Skirbekk et al. (2013) proposed a composite indicator for measuring GCED, while Nguyen (2021) validated a scale to measure student perspectives on global citizenship in a Vietnamese university context. Bernardo et al. (2022) examined the global competencies of Grade 5 students in the Philippines and identified significant predictors across the indices. Byker (2013) examined the Asia Society's global competency matrix and integrated Paulo Freire's notion of critical consciousness to argue for the value of critical cosmopolitanism in developing critical global citizens. More so, Goren and Yemini (2017) conducted a systematic conceptual review of empirical research on GCE and suggested a valuable framework for future research developments. Alshawi (2023) explored the level of global citizenship among Qatar University students and highlighted the influence of demographic variables on their perceptions of global changes. Al-Ani (2022) investigated the impact of a Global Citizenship Course (GCC) on university students' perceptions of global citizenship knowledge, skills, and values in Oman.

The present study compared the global citizenship competencies of senior high school (SHS) and college students using a developed instrument to measure these competencies. It emphasizes the Philippine context, which previous studies have not typically explored. This intends to result in a contextualized approach to improving Filipino students' global competencies. Previous studies have proposed various measures and frameworks for assessing global citizenship education, such as the composite indicator suggested by Skirbekk et al. (2013), the validated scale for developing countries by Nguyen (2021), the machine learning models used by Bernardo et al. (2022), the global competency matrix examined by Byker (2013), the systematic review conducted by Goren and Yemini (2017), the framework for global citizenship utilized by Alshawi (2023), and the Global Citizenship Course outlined by Al-Ani (2022). The present study utilized the said previous works and other relevant readings, as well as the experiences of Filipino educators, as baselines for the

investigation. A contextualized learning plan was developed to contribute to the ongoing discourse on developing further global citizenship competencies among students.

Indeed, despite the growing body of research on global citizenship education and the development of various instruments to measure global citizenship competencies, there was a significant research gap. This gap highlighted the need for a study that juxtaposed the global citizenship competencies of SHS and college students. The study aimed to provide insights into the development and progression of these competencies and inform the design of a contextualized learning plan, underscoring the importance of this research.

METHOD

The study employed a descriptive survey method of quantitative research to analyze and compare the global citizenship competencies of SHS and college students. A total of 120 students, comprising 52 SHS students and 68 college students, participated in the survey voluntarily after obtaining their consent. The respondents were randomly selected using a simple random sampling technique through a randomizer to ensure unbiased representation. All the chosen respondents were 18 years old or older. A researcher-made survey questionnaire was utilized to gather data, which three expert educational supervisors validated. A dry run of the survey was also conducted with 40 students (20 SHS students and 20 college students) to ensure the reliability of the instrument. The Cronbach Alpha result of 0.9583 indicated that the developed instrument was highly reliable for use with the target respondents. Before conducting the survey, consent forms were secured from the respondents. Descriptive statistics, such as mean and standard deviation, were used to analyze the data gathered from the survey on the respondents' global citizenship competencies. Inferential statistics, specifically the Independent Samples t-test, was also employed to compare the assessment of the SHS and college students' global citizenship competencies. The descriptive and inferential statistics were analyzed using the Jamovi 2.6.17 version.

RESULTS AND DISCUSSION
Global Citizenship Competencies of SHS and College Students

Table 1. Global citizenship competencies of SHS and college students in terms of knowledge

Items	Mean			SD	Interpretation
A. Knowledge	**SHS Students**	**College Students**	**Combined**		
1. I have high knowledge of myself (self-awareness) and others to become globally minded and connected.	3.17	3.31	3.24	0.10	Agree
2. I have cross-cultural awareness, understanding, and empathy for local, national, and global issues.	3.19	3.34	3.27	0.10	Strongly Agree
3. I think deeply, critically, and innovatively to attain knowledge, recognize interconnectedness, and find solutions to local, national, regional, and global issues.	3.08	3.28	3.18	0.14	Agree
Composite	**3.15**	**3.31**	**3.23**	**0.11**	**Agree**

Legend: 4 (3.26 – 4.00, Strongly Agree); 3 (2.51 – 3.25, Agree); 2 (1.76 – 2.50, Disagree); 1 (1.00 – 1.75, Strongly Disagree)

Table 1 shows the global citizenship competencies of SHS and college students in terms of knowledge. The first item, "I have high knowledge of myself (self-awareness) and others to become globally minded and connected," had mean scores of 3.17 for SHS students and 3.31 for college students, with a combined mean of 3.24, indicating agreement. The second item, "I have cross-cultural awareness, understanding, and empathy for local, national, and global issues," had mean scores of 3.19 for SHS students and 3.34 for college students, resulting in a combined mean of 3.27, suggesting strong agreement. The third item, "I think deeply, critically, and innovatively to attain knowledge, recognize interconnectedness, and find solutions to local, national, regional, and global issues," had mean scores of 3.08 for SHS students and 3.28 for college students, with a combined mean of 3.18, indicating agreement. The composite mean scores for knowledge were 3.15 for SHS students, 3.31 for college students, and 3.23 overall, suggesting that both groups agreed they possess global citizenship knowledge, with college students showing slightly higher levels of agreement. The findings also magnify the point reiterated by Al-Ani (2022) that global citizenship competencies help students become knowledgeable about the world and the problems around us.

Table 2. Global citizenship competencies of SHS and college students in terms of skills

Items	Mean			SD	Interpretation
B. Skills	**SHS Students**	**College Students**	**Combined**		
1. I relate, interact, and participate with others to fight for social justice, equality, and shared responsibility.	3.17	3.24	3.20	0.04	Agree
2. I act on behalf of others to promote peace, human rights, mutual respect for diversity, social justice, gender equality, and environmental care.	3.27	3.24	3.25	0.02	Agree
3. I actively respond to local, national, and global thinking and issues through connectivity and collaboration with global citizens as one community.	3.00	3.1	3.05	0.07	Agree
Composite	**3.15**	**3.19**	**3.17**	**0.03**	**Agree**

Legend: 4 (3.26 – 4.00, Strongly Agree); 3 (2.51 – 3.25, Agree); 2 (1.76 – 2.50, Disagree); 1 (1.00 – 1.75, Strongly Disagree)

Table 2 presents the global citizenship competencies of SHS and college students regarding skills. The first item, "I relate, interact, and participate with others to fight for social justice, equality, and shared responsibility," had mean scores of 3.17 for SHS students and 3.24 for college students, with a combined mean of 3.20, indicating agreement. The second item, "I act on behalf of others to promote peace, human rights, mutual respect for diversity, social justice, gender equality, and environmental care," had mean scores of 3.27 for SHS students and 3.24 for college students, resulting in a combined mean of 3.25, suggesting agreement. The third item, "I actively respond to local, national, and global thinking and issues through connectivity and collaboration with global citizens as one community," had mean scores of 3.00 for SHS students and 3.10 for college students, with a combined mean of 3.05, indicating agreement. The composite mean scores for skills were 3.15 for SHS students, 3.19 for college students, and 3.17 overall, suggesting that both groups agreed they possess global citizenship skills. The said results also amplify that global citizenship skills are helpful to develop among students through constant exposure (Shankar, 2019) and supporting independent and meaningful learning, thereby fostering the development of 21st-century skills and education (Magno et al., 2016; Pecson & Sarmiento, 2024; Pecson & Sarmiento, 2025).

Table 3. Global citizenship competencies of SHS and college students in terms of values

Items	Mean			SD	Interpretation
C. Values	**SHS Students**	**College Students**	**Combined**		
1. I feel a strong sense of responsibility for myself, others, and the planet for collective actions, the expression of values and opinions, and making informed choices.	3.21	3.41	3.31	0.14	Strongly Agree
2. I have interest, engagement, positive social action, and tolerance to differences and conflicts around culture, race, religion, language, and ethnicity.	3.19	3.34	3.27	0.10	Strongly Agree
3. I appreciate the need for a sense of shared humanity to realize common goals and values through service learning and real-world experience.	3.27	3.38	3.33	0.08	Strongly Agree
Composite	**3.22**	**3.38**	**3.30**	**0.11**	**Strongly Agree**

Legend: 4 (3.26 – 4.00, Strongly Agree); 3 (2.51 – 3.25, Agree); 2 (1.76 – 2.50, Disagree**)**; 1 (1.00 – 1.75, Strongly Disagree)

Table 3 presents the global citizenship competencies of SHS and college students regarding values. The first item, "I feel a strong sense of responsibility for myself, others, and the planet for collective actions, the expression of values and opinions, and making informed choices," had mean scores of 3.21 for SHS students and 3.41 for college students, with a combined mean of 3.31, indicating strong agreement. The second item, "I have interest, engagement, positive social action, and tolerance to differences and conflicts around culture, race, religion, language, and ethnicity," had mean scores of 3.19 for SHS students and 3.34 for college students, resulting in a combined mean of 3.27, suggesting strong agreement. The third item, "I appreciate the need for a sense of shared humanity to realize common goals and values through service learning and real-world experience," had mean scores of 3.27 for SHS students and 3.38 for college students, with a combined mean of 3.33, indicating strong agreement. The composite mean scores for values were 3.22 for SHS students, 3.38 for college students, and 3.30 overall, suggesting that both groups strongly agreed they possess global citizenship values, with college students showing slightly higher levels of agreement. The said results also support the findings from other studies that students nowadays better understand global citizenship values (Al-Ani, 2022) and the values of citizenship (Pais, 2020).

Table 4. Global citizenship competencies of SHS and college students in terms of attitudes

Items	Mean			SD	Interpretation
D. Attitudes	**SHS Students**	**College Students**	**Combined**		
1. I nurture personal respect and respect for others by adapting to diverse values, beliefs, worldviews, and alternative views to address issues and introduce positive and significant changes to humanity.	3.37	3.57	3.47	0.15	Strongly Agree
2. I am open, curious, and willing to explore political, economic, social, and cultural differences for broadening perspectives and gaining inspiration.	3.25	3.56	3.40	0.22	Strongly Agree

3. I think positively that people from different backgrounds can work together for world peace and global preservation.	3.37	3.63	3.50	0.19	Strongly Agree
Composite	**3.33**	**3.59**	**3.46**	**0.18**	**Strongly Agree**

Legend: 4 (3.26 – 4.00, Strongly Agree); 3 (2.51 – 3.25, Agree); 2 (1.76 – 2.50, Disagree**)**; 1 (1.00 – 1.75, Strongly Disagree)

Table 4 shows the global citizenship competencies of senior high school (SHS) and college students in terms of attitudes. The first item, "I nurture personal respect and respect for others by adapting to diverse values, beliefs, worldviews, and alternative views to address issues and introduce positive and significant changes to humanity," had mean scores of 3.37 for SHS students and 3.57 for college students, with a combined mean of 3.47, indicating strong agreement. The second item, "I am open, curious, and willing to explore political, economic, social, and cultural differences for broadening perspectives and gaining inspiration," had mean scores of 3.25 for SHS students and 3.56 for college students, resulting in a combined mean of 3.40, suggesting strong agreement. The third item, "I think positively that people from different backgrounds can work together for world peace and global preservation," had mean scores of 3.37 for SHS students and 3.63 for college students, with a combined mean of 3.50, indicating strong agreement. The composite mean scores for attitudes were 3.33 for SHS students, 3.59 for college students, and 3.46 overall, suggesting that both groups strongly agreed they possess global citizenship attitudes, with college students showing slightly higher levels of agreement. Hunt (2017) also highlights the said findings, noting that global citizenship education helps foster the right attitudes for students to become contributory members of society.

Table 5. Summary results of the global citizenship competencies of SHS and college students

Items	Mean			SD	Interpretation
Domains	SHS Students	College Students	Combined		
Knowledge	3.15	3.31	3.23	0.11	Agree
Skills	3.15	3.19	3.17	0.03	Agree
Values	3.22	3.38	3.30	0.11	Strongly Agree
Attitudes	3.33	3.59	3.46	0.18	Strongly Agree
Composite	**3.21**	**3.37**	**3.29**	**0.11**	**Strongly Agree**

Legend: 4 (3.26 – 4.00, Strongly Agree); 3 (2.51 – 3.25, Agree); 2 (1.76 – 2.50, Disagree**)**; 1 (1.00 – 1.75, Strongly Disagree)

Table 5 summarizes the global citizenship competencies of SHS and college students across four domains: knowledge, skills, values, and attitudes. For the knowledge domain, the mean scores were 3.15 for SHS students and 3.31 for college students, with a combined mean of 3.23, indicating agreement. In the skills domain, the mean scores were 3.15 for SHS students and 3.19 for college students, resulting in a combined mean of 3.17, suggesting agreement. For the values domain, the mean scores were 3.22 for SHS students and 3.38 for college students, with a combined mean of 3.30, indicating strong agreement. In the attitudes' domain, the mean scores were 3.33 for SHS students and 3.59 for college students, with a combined mean of 3.46, suggesting strong agreement. The composite mean scores across all domains were 3.21 for SHS students, 3.37 for college students, and 3.29 overall, indicating that both groups strongly agreed they possess global citizenship competencies, with college students showing slightly higher levels of agreement.

Significant Difference in the Global Citizenship Competencies of SHS and College Students

Table 6. Significant difference in the global citizenship competencies of SHS and college students

Domains	Group	Mean	SD	t-value	p-value	Remarks	Decision
Knowledge	SHS Students	3.15	0.06	-4.08	0.02	Significant	Reject H_0
	College Students	3.31	0.03				
Skills	SHS Students	3.15	0.14	-0.48	0.65	Not Significant	Accept H_0
	College Students	3.19	0.08				
Values	SHS Students	3.22	0.04	-4.86	0.01	Significant	Reject H_0
	College Students	3.38	0.04				
Attitudes	SHS Students	3.33	0.07	-5.87	0.00	Significant	Reject H_0
	College Students	3.59	0.04				
Overall	**SHS Students**	**3.21**	**0.11**	**-2.84**	**0.01**	**Significant**	**Reject H_0**
	College Students	**3.37**	**0.16**				

The statistical analysis comparing global citizenship competencies of SHS and college students revealed significant differences in the knowledge, values, attitudes, and overall domains, with college students scoring higher in all cases. In the knowledge domain, the t-value was -4.08 (p=0.02); in the values domain, the t-value was -4.86 (p=0.01); and in the attitudes' domain, the t-value was -5.87 (p=0.00). The overall comparison also showed a significant difference with a t-value of -2.84 (p=0.01). However, no significant difference was found in the skills domain, with a t-value of -0.48 (p=0.65). These findings suggest that college students have stronger global citizenship competencies in knowledge, values, and attitudes than SHS students, while their skills are similar. Indeed, these competencies are essential for facing 21st-century challenges and taking advantage of opportunities, as noted by UNESCO (2014) as well as developing the 21st-century education and skills among students (Magno et al., 2016; Pecson & Sarmiento, 2024; Pecson & Sarmiento, 2025) for responsible citizenship by improving curriculum content and strategies in integrating global citizenship to the fullest (Alvero, 2025).

Contextualized Learning Plan

It is evident from the study findings that students and college students have higher levels of global citizenship competencies regarding values and attitudes than in terms of knowledge and skills. More so, significant variations are incurred in the global citizenship competencies in terms of knowledge, values, and attitudes, indicating a need for the same higher level of sustainment for both SHS and college students in the said domains. For the said reasons, a contextualized learning plan has been developed to address the learning needs and situations of both SHS and college students.

As seen from the plan, the activities include guest lectures, group projects, community service, and cultural exchange programs for SHS students. These activities aim to enhance their understanding of global issues, develop collaboration and problem-solving skills, foster a sense of social responsibility, and promote open-mindedness and appreciation of diversity. For college students, the activities include research projects, Model United Nations, ethics workshops, and international conferences. These activities are designed to deepen their knowledge of global issues and solutions, develop negotiation, diplomacy, and leadership skills, strengthen ethical decision-making, and encourage a global perspective and networking. The learning plan involves various resources and people, such as teachers, professors, guest speakers, community partners, and conference organizers, to ensure the successful implementation of the activities and the achievement of the expected outcomes.

Indeed, developing a contextualized learning plan ensures a needs-based design approach (Canare et al., 2024; Pecson & Romero, 2023; Pecson et al., 2024a, 2024b) in tailoring activities considering the individual differences and nature of the students as well as attaining the target learning outcomes (Pecson, 2014). Through this contextualized learning plan, the teaching of global citizenship competencies in the local classroom can be explicitly delivered (Byker, 2013) to develop globally-mindset teachers and students (Byker & Marquardt, 2016) for internalization endeavors responsive to this highly globalized and interconnected education today (Gaitán-Aguilar et al., 2024).

Table 7. Contextualized learning plan

Students Involved	Domains	Activities	Objectives	Strategies	Resources Needed	People In-Charge	Expected Output / Outcome
SHS Students	Knowledge	Guest lectures	Enhance understanding of global issues and current events	Lecture, discussion	Projector, speaker, venue	Teachers, guest speakers	Improved knowledge of global issues and current events
	Skills	Group projects	Develop collaboration and problem-solving skills	Group work, presentations	Classroom, presentation materials	Teachers, classmates	Completed group projects, improved teamwork
	Values	Community service	Foster a sense of social responsibility	Volunteering, reflection	Transportation, service site coordination	Teachers, community partners	Increased community engagement, strengthened values
	Attitudes	Cultural exchange programs	Promote open-mindedness and appreciation of diversity	Cultural immersion, workshops	Transportation, accommodation, workshop materials	Teachers, program facilitators	Enhanced cultural understanding, positive attitudes toward diversity
College Students	Knowledge	Research projects	Deepen knowledge of global issues and solutions	Research, presentation	Library resources, presentation materials	Professors, librarians	In-depth understanding of specific global issues, improved research skills
	Skills	Model United Nations	Develop negotiation, diplomacy, and leadership skills	Simulation, debate	Conference venue, preparation materials	Professors, conference organizers	Improved negotiation, diplomacy, and leadership skills
	Values	Ethics workshops	Strengthen ethical decision-making	Workshops, case studies	Workshop materials, venue	Professors, workshop facilitators	Improved ethical decision-making skills
	Attitudes	International conferences	Encourage global perspective and networking	Attendance, participation	Conference registration, transportation, accommodation	Professors, conference attendees	Expanded global perspective, professional connections

CONCLUSION

The following conclusions are made based on the findings of the study: both SHS and college students demonstrated strong agreement in possessing global citizenship competencies across the domains of knowledge, skills, values, and attitudes, with college students exhibiting slightly higher levels of agreement than SHS students; college students demonstrated significantly more vital global citizenship competencies than SHS students in the knowledge, values, attitudes, and overall domains, whereas no significant difference was observed in the skills domain; and a contextualized learning plan was developed to address the learning needs of SHS and college students, aiming to sustain and enhance their global citizenship competencies in knowledge, values, and attitudes through various tailored activities.

To further enhance global citizenship competencies among SHS and college students, it is recommended that educational institutions integrate the contextualized learning plan into their curriculum, focusing on strengthening knowledge, values, and attitudes. Additionally, efforts should be made to provide SHS students with more opportunities to

develop their global citizenship skills through extracurricular activities or workshops to address the significant difference observed between SHS and college students in this domain, hence, preparing them for higher educational endeavours. Future studies may also include data from elementary learners or apply mixed methods to address conceptual and methodological gaps in the present study.

AUTHOR CONTRIBUTION

Author 1: Conceptualization, methodology, data curation, software, writing, reviewing, and editing; **Author 2**: Writing, reviewing, and editing.

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