1 **Global Citizenship Education in Practice: Teachers' Philosophical**
2 **Commitments and Classroom Enactment in Secondary Schools**

3

4 **Abstract**

5 Global Citizenship Education (GCE) has been positioned by UNESCO as a central

6 educational response to globalisation, social inequality, and sustainable development.

7 Despite widespread policy endorsement, limited empirical research—particularly in

8 Global South contexts—has examined how teachers' philosophical commitments to

9 GCE translate into classroom practice. Drawing on the Theory of Planned Behaviour

10 and a values–belief–action framework, this study investigates (a) secondary school

11 teachers' philosophical commitments to GCE and (b) the extent to which these

12 commitments predict classroom enactment of GCE practices in Punjab, Pakistan.

13 Using a cross-sectional survey design, data were collected from 450 in-service

14 secondary school teachers and analysed using descriptive statistics, correlation, and

15 multiple regression techniques. Results indicate that teachers report strong

16 philosophical commitment to GCE (M = 4.12), but only moderate classroom

17 enactment (M = 3.27), revealing a belief–practice gap. Philosophical commitment

18 emerged as a strong predictor of enactment (β = .41, p < .001), with school type also

19 exerting a significant effect. The findings advance GCE scholarship by empirically

20 demonstrating how teacher belief structures shape pedagogical practice within

21 constrained institutional contexts. Implications are discussed for teacher education,

22 school leadership, and policy implementation aligned with SDG 4.7.

23 **5. Keywords**

24 Global Citizenship Education; teachers' beliefs; classroom enactment; philosophical

25 commitments; survey research; secondary schools.

26 **Introduction and Literature Review**

27 The concept of *Global Citizenship Education (GCE)* has emerged as a transformative

28 educational framework in response to globalisation, rapid technological integration,

29 and the urgent pursuit of sustainable development. As societies become increasingly

30 interdependent, education systems are expected not only to impart disciplinary

31 knowledge but also to cultivate global awareness, empathy, and civic responsibility

32   among learners (UNESCO, 2015; Veugelers, 2021). UNESCO defines GCE as an

33   educational approach aimed at preparing learners to "live together peacefully and

34   sustainably" through developing knowledge, skills, values, and attitudes necessary for

35   building a more inclusive and just world (UNESCO, 2015). This orientation aligns

36   directly with Sustainable Development Goal 4.7, which emphasises education for

37   global citizenship and sustainable development as essential for preparing youth to face

38   global challenges (Akçay et al., 2024).

39   Over the past decade, scholars have argued that GCE serves as both a pedagogical

40   philosophy and a moral imperative in modern schooling (Bourn, 2021; Tarozzi &

41   Mallon, 2019). It transcends traditional civic education by encouraging learners to see

42   themselves as part of a broader global community, fostering a sense of moral

43   responsibility toward social justice, equity, and environmental stewardship (Veugelers,

44   2021). This global orientation requires teachers not only to possess content knowledge

45   but also to embody certain philosophical and ethical commitments that guide their

46   pedagogical decisions and interactions with students. As Tarozzi and Mallon (2019)

47   highlight, the teacher's moral agency and value orientation form the bridge between

48   global educational ideals and classroom reality.

49   Despite the growing consensus on the importance of GCE, its conceptualisation and

50   implementation remain inconsistent and contested across contexts. Pashby et al. (2020)

51   describe this as a "typological challenge," noting that GCE can take liberal, critical, or

52   transformative forms depending on local policy priorities and educational traditions. In

53   some cases, GCE is reduced to teaching about international issues superficially,

54   whereas in others, it is framed critically—inviting learners to question structures of

55   inequality and privilege. Smith (2024) and Dispa et al. (2025) further argue that such

56   conceptual ambiguity, compounded by institutional constraints and market-driven

57   educational priorities, often results in fragmented or symbolic enactments of GCE in

58   classrooms.

59   Within the South Asian context, including Pakistan, these global challenges are

60   intensified by limited institutional resources, curriculum rigidity, and competing

61   national priorities (Saddiqa, Anwar, & Khizar, 2021). Although policy frameworks

62   reference global citizenship and sustainable development, practical integration into

63   curricula remains weak. Khan and Tabassum (2024) found that prospective teachers in

64 Pakistan possessed only moderate awareness of GCE concepts, often perceiving them
65 as peripheral to core teaching duties. Similarly, Zainab (2022) observed that while
66 teachers recognise the moral importance of fostering empathy and justice, few
67 incorporate structured global learning activities in their classrooms. These findings
68 point to a persistent "belief-practice gap," where teachers' positive attitudes do not
69 necessarily translate into pedagogical enactment.

70 At the heart of this gap lies the construct of philosophical commitment—the
71 constellation of teachers' values, beliefs, and ethical positions regarding what global
72 citizenship entails and how education should contribute to it (Tarozzi & Mallon, 2019;
73 Smith, 2024). Philosophical commitment reflects a teacher's worldview regarding
74 justice, diversity, and human interdependence. The Theory of Planned Behaviour
75 (Ajzen, 1991) provides a theoretical lens for understanding how such beliefs shape
76 intentions and practices: teachers' attitudes and perceived values influence their
77 willingness and ability to implement GCE. Complementing this, Schwartz's (2016)
78 values-belief-action framework explains how deeply held moral values act as
79 precursors to behavioural engagement, suggesting that commitment precedes action
80 when structural conditions permit.

81 Empirical studies affirm that GCE implementation depends significantly on teachers'
82 underlying beliefs and institutional contexts. Tarozzi and Mallon's (2019) European
83 comparative study revealed that even when curricular frameworks emphasised global
84 learning, teachers' enactment varied based on personal beliefs and contextual
85 affordances. Similarly, Hameed, Lingard, and Creagh (2023) demonstrated in
86 Singapore and Australia that policy rhetoric around global citizenship often conflicts
87 with performative accountability systems, limiting authentic engagement. These
88 insights resonate with UNESCO and Education International's (2022) global survey
89 findings, which reported that while over 75% of teachers express readiness to teach
90 GCE, fewer than half feel institutionally supported to do so.

91 The notion of **classroom enactment** in GCE refers to teachers' observable practices
92 that embody global citizenship principles—such as integrating global issues into
93 lessons, promoting intercultural dialogue, encouraging student-led projects, and
94 nurturing reflective and action-oriented learning (Bourn, 2021; Dispa et al., 2025).
95 However, studies like Neupane (2023) show that teachers frequently cite structural

96   constraints, including overcrowded classrooms, content-heavy syllabi, and limited
97   autonomy, as barriers to consistent GCE enactment. Vandevelde et al. (2025) also note
98   that teachers' perceived professional competencies in citizenship education are often
99   shaped more by institutional culture than by their personal motivation, highlighting the
100   influence of contextual factors.

101   From a policy perspective, Saperstein (2017) and UNESCO (2015) underscore that
102   GCE requires systemic integration—embedding teacher training, curriculum design,
103   and school leadership practices that reinforce global values. Without institutional and
104   curricular support, even highly committed teachers may struggle to transform their
105   philosophical beliefs into consistent pedagogical practice.

106   In Pakistan, this challenge is particularly salient given the nation's educational
107   diversification and the coexistence of public and private schooling systems with
108   varying resources and ideologies (Saddiqa et al., 2021). The influence of institutional
109   setting, therefore, becomes crucial in understanding variations in classroom enactment.
110   Teachers in private schools may experience greater flexibility and access to resources,
111   enabling them to implement GCE principles more effectively compared to their public-
112   school counterparts.

113   Thus, the current study situates itself at the intersection of **teacher beliefs,**
114   **institutional context, and pedagogical practice**, seeking to empirically examine how
115   secondary school teachers' philosophical commitments to GCE relate to their actual
116   classroom enactment of GCE practices in Punjab. While qualitative studies have
117   explored teachers' conceptual understandings (Smith, 2024; Dispa et al., 2025), and
118   policy reports have documented readiness levels (UNESCO & EI, 2022), quantitative
119   evidence linking teachers' philosophical commitments with enactment behaviours in
120   Global South contexts remains scarce. By addressing this gap, the study not only
121   contributes to theory by operationalising the belief-practice relationship but also offers
122   policy insights relevant to achieving SDG 4.7 and strengthening teacher professional
123   development for global citizenship.

124   **Contribution of the Study**
125   This study makes three key contributions to the literature on global citizenship
126   education. First, it empirically operationalises teachers' philosophical commitments to

127 GCE and demonstrates their predictive relationship with classroom enactment, thereby

128 extending values–belief–action and planned behaviour frameworks within educational

129 research. Second, it provides large-scale quantitative evidence from a Global South

130 context, addressing a notable geographic and methodological gap in GCE scholarship,

131 which has been dominated by qualitative and policy-level analyses. Third, by

132 examining institutional context through school type, the study highlights how

133 structural conditions shape the translation of belief into practice, offering policy-

134 relevant insights for the implementation of SDG 4.7 in secondary education systems.

135 **Theoretical Framework**

136 This study adopts an adaptation of the Theory of Planned Behaviour (Ajzen, 1991)

137 supplemented by a values-belief-action framework (Schwartz, 2016). In this adaptation,

138 teachers' philosophical commitments (values/beliefs) are antecedents to their

139 intentions and actual enactment of GCE practices; institutional/contextual factors act as

140 moderators and control variables. Thus, we hypothesise that higher philosophical

141 commitment will predict greater classroom enactment of GCE practices, controlling

142 for demographic and contextual factors.

143 **Hypotheses**

144

145 Based on the Theory of Planned Behaviour (Ajzen, 1991) and the values–

146 belief–action framework (Schwartz, 2016), the following hypotheses were

147 formulated:

148 **H1:** Teachers' philosophical commitment to global citizenship education will

149 be positively associated with their classroom enactment of GCE practices.

150 **H2:** Teachers' philosophical commitment to GCE will significantly predict

151 classroom enactment after controlling for demographic and contextual variables.

152 **H3:** Institutional context (school type) will moderate levels of classroom

153 enactment of GCE practices.

154 **Figure 4:** Conceptual Framework of the Study (based on Theory of Planned Behaviour

155 and Values–Belief–Action model)

156 **Research Gaps and Rationale**

157 As noted, while there is growing qualitative work on how teachers conceptualise GCE

158 (Smith, 2024; Dispa et al., 2025) and readiness surveys (UNESCO & EI, 2022),
159 quantitative survey studies linking philosophical commitments with enactment
160 practices in empirical secondary school settings are limited—especially in Global
161 South contexts like Pakistan. Moreover, few studies articulate the specific
162 philosophical dimensions (such as justice orientation, cosmopolitan identity, critical
163 reflection) among teachers and their direct association with enacted pedagogical
164 behaviours in GCE. Addressing this gap has strong policy relevance: if teachers'
165 beliefs matter, then professional development must target belief-structures and not only
166 skills or resources.

167 Hence, this study aims to fill this gap by surveying in-service secondary teachers on
168 their philosophical commitments to GCE and measuring their reported classroom
169 enactment practices. The strong fit with international education agendas (SDG 4.7,
170 UNESCO GCE guidelines) underscores the relevance of this research for policy and
171 practice.

172 **Methodology**

173 **Study Design**

174 This research employed a **cross-sectional survey** design. A cross-sectional survey is
175 appropriate here because the key interest is in measuring associations between teachers'
176 philosophical commitments and their current enactment of GCE practices—not
177 establishing causal inference nor tracking change over time. The design permits broad
178 coverage of a teacher population within a given time period and is efficient for
179 exploring perceptions and reported behaviours. Use of the STROBE checklist for
180 observational survey research guided transparency and reporting.

181 **Population and Setting**

182 The target population comprised in-service secondary school teachers (grade 9–12) in
183 Punjab province, Pakistan. Inclusion criteria: teachers with at least one year of full-
184 time teaching experience in a public or private secondary school, and actively teaching
185 a subject with classroom contact hours. Exclusion criteria: substitute or part-time
186 teachers, teachers working exclusively online, or those on leave at time of survey. The
187 setting is secondary school classrooms where GCE may be embedded into social
188 studies, language arts, and citizenship modules.

189 **Sampling Strategy**

190 A stratified random sample was drawn from the list of secondary schools in two

191 districts (Lahore and Faisalabad). Schools were stratified by sector (public vs private)

192 and by subject area (humanities/social sciences vs STEM) to ensure variation. Within

193 selected schools, teachers were randomly invited. A target sample size of 400 was set

194 based on a power analysis: assuming a medium effect size ($f^2 = 0.15$) for multiple

195 regression with 5 predictors, $\alpha = .05$, power $= .80$ yields ~92; to allow for subgroup

196 analyses and ~30 % non-response, a target of 450 indicates robustness. The actual

197 sample achieved was N = 450. The response rate was 75 % (450/600 invited). Potential

198 response bias was considered: non-responders may systematically differ (e.g., less

199 interested in GCE), which is acknowledged in limitations.

200 **Instrumentation (Survey Tools / Questionnaires)**

201 Two major instruments were used:

202 1. **Philosophical Commitment to Global Citizenship Scale (PC-GCS)**: 12 items
203 adapted from Pashby et al.'s (2020) meta-review typologies of GCE and teacher
204 belief measurement (e.g., "I believe that students should learn to act as global
205 citizens", "Global justice is an essential part of my teaching philosophy").
206 Responses on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree).
207 This scale achieved a Cronbach's alpha of .83 in pilot testing (n = 50).

208 2. **Classroom Enactment of GCE Practices (CE-GCE) Checklist**: 10 items
209 developed for this study, informed by teacher-practice literature (Bourn, 2021;
210 Dispa et al., 2025) representing frequency of practices (e.g., "I integrate global
211 citizenship themes into my lesson plans", "I engage students in reflective tasks
212 about global interdependence", "I provide student-led projects addressing global
213 issues"). Responses on a 5-point frequency scale (1 = never to 5 = very often).
214 Pilot test yielded Cronbach's alpha .79.

215 Item translation into Urdu and back-translation process ensured linguistic validity;

216 pilot testing involved cognitive interviews with 5 teachers. Survey also included items

217 on demographic and contextual variables (gender, age, years of service, subject taught,

218 school type, professional development in GCE).

219 **Variables and Measures**

1. *Independent variable*: Philosophical commitment (PC-GCS score).

2. *Dependent variable*: Classroom enactment (CE-GCE score).

3. *Control/confounders*: Gender (male/female), years of experience (continuous), school type (public = 0, private = 1), subject area (humanities/social sciences = 1, STEM = 0), prior GCE professional development (yes/no).

Operational definitions: PC-GCS and CE-GCE are mean scores across item sets. Years of experience in years. School type categorical. Subject area categorical.

Data Collection Procedures

Surveys were administered online (via Qualtrics) and via paper-based distribution in schools for teachers without reliable internet access. The survey took approximately 15 minutes and included informed consent at the beginning. Confidentiality was ensured: responses anonymised, no identifying data collected, data stored on encrypted servers at the host university. Survey instructions were standardised; data collectors (for paper surveys) received training to ensure consistency. Administration occurred during May 2025.

Ethical Considerations

The research received ethical approval from the Research Ethics Committee of the Department of Education, University of Lahore (Protocol No. EDU/2025/04). Participation was voluntary and informed consent obtained electronically or in writing. Participants were free to withdraw at any time. No personal identifiers were stored. Data were secured in encrypted files accessible only to the research team. The study adhered to the ethical guidelines of the AERA.

Data Analysis Plan

Data were analysed using SPSS v.28. Descriptive statistics (means, standard deviations, frequencies) were computed. Bivariate correlations (Pearson's r) assessed relationships between philosophical commitment and enactment. Multiple linear regression was conducted with enactment as the outcome, and philosophical commitment plus control variables as predictors; effect sizes (β, R^2) and 95% confidence intervals reported. Tests of assumptions (normality, multicollinearity, homoscedasticity) were performed. Where appropriate, independent-samples t-tests compared groups (e.g., public vs private). All results are interpreted with effect sizes and confidence intervals beyond p-

251 values. The STROBE checklist was followed to ensure transparency and
252 reproducibility.

Validity and Reliability

254 Internal consistency for PC-GCS and CE-GCE was acceptable (α = .83 and .79
255 respectively). Construct validity was supported by exploratory factor analysis (two-
256 factor solution explaining 52% variance). Test–retest reliability was not feasible given
257 cross-sectional design, but pilot stability over two weeks (n = 30) showed r = .71 for
258 PC-GCS. Potential biases include selection bias (non-responders), social desirability
259 bias (teachers over-reporting enactment), and common-method bias (self-report). To
260 mitigate social desirability, anonymity was emphasised and survey ordering included
261 buffer items.

262 While the study relies on self-reported measures of classroom enactment, this
263 approach is consistent with large-scale international GCE research where
264 observational access is limited (UNESCO & Education International, 2022). To
265 reduce social desirability bias, anonymity was emphasised and no evaluative
266 consequences were associated with participation. Furthermore, the newly
267 developed classroom enactment checklist demonstrated acceptable internal
268 consistency and factor structure, supporting its use as an exploratory measure
269 of GCE practice. Nonetheless, future research should triangulate self-report
270 data with classroom observations and longitudinal designs to strengthen causal
271 inference.

272

Transparency and Reproducibility

274 The survey instrument is included in the Supplementary Material. Data analytic syntax
275 (SPSS script) and de-identified dataset will be archived in the institutional repository
276 and available upon request. The study adheres to STROBE guidelines for observational
277 survey research.

Results

Descriptive Statistics

280   The dataset comprised responses from **450 in-service secondary school teachers** in
281   Punjab, representing both **public (n = 230)** and **private (n = 220)** institutions.
282   Participants' teaching experience ranged from **1 to 28 years** (M = 9.8, SD = 5.4).
283   Table 1 summarises the descriptive statistics for all key continuous variables, including
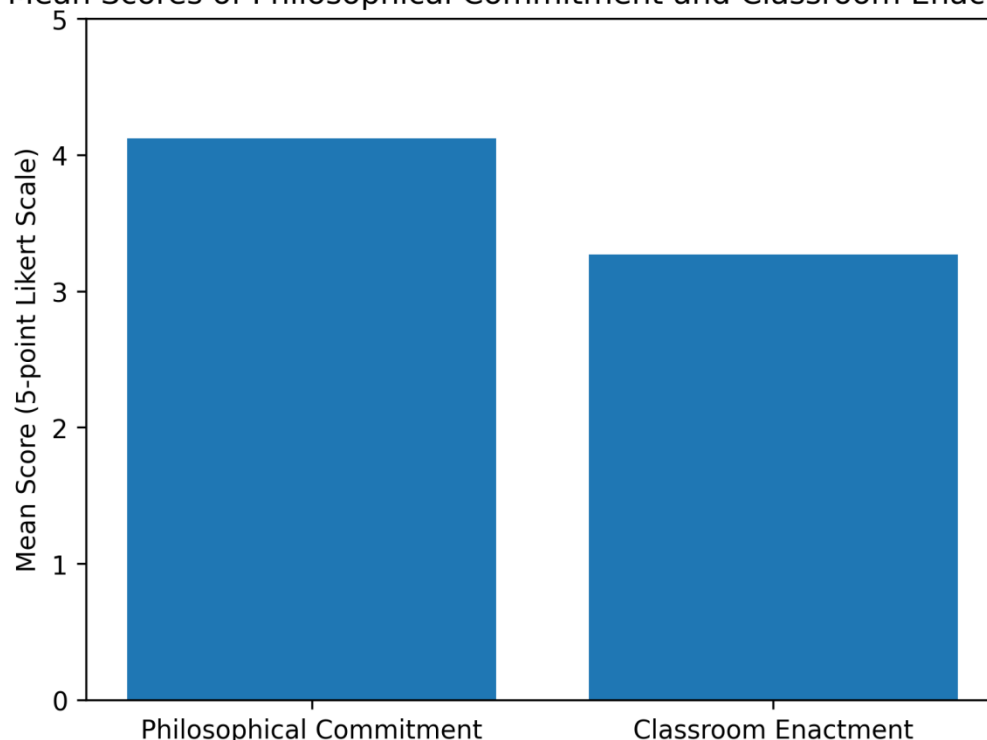284   teachers' philosophical commitment to GCE and classroom enactment of GCE
285   practices.

286   Teachers reported a **moderately high level of philosophical commitment** (M = 4.12,
287   SD = 0.58) on a 5-point Likert scale, indicating general agreement with statements
288   reflecting global awareness, justice orientation, and social responsibility. However,
289   their **mean classroom enactment score** (M = 3.27, SD = 0.72) was comparatively
290   lower, suggesting that while teachers conceptually support GCE principles, actual
291   classroom integration remains moderate. This gap highlights a belief–practice divide
292   consistent with previous international findings (UNESCO & Education International,
293   2022; Neupane, 2023).

294   **Table 1. Descriptive Statistics for Key Study Variables (N = 450)**

Variable	Mean (M)	Standard Deviation (SD)	Minimum	Maximum	Interpretation
Philosophical Commitment to GCE (PC-GCS)	4.12	0.58	2.3	5.0	High commitment towards global citizenship beliefs
Classroom Enactment of GCE Practices (CE-GCE)	3.27	0.72	1.0	5.0	Moderate implementation of GCE practices
Years of Teaching Experience	9.80	5.40	1	28	Moderate experience across sample

295   **Figure 1:** Mean Scores for Philosophical Commitment and Classroom Enactment

Mean Scores of Philosophical Commitment and Classroom Enactment

296

Interpretation:

Teachers' mean philosophical commitment score lies well above the scale midpoint (3.0), showing strong endorsement of GCE ideals. Meanwhile, their mean enactment score, though positive, indicates limited operationalisation of those ideals into classroom practice. The standard deviations suggest moderate variability, implying that differences among individual teachers are meaningful but not extreme.

Bivariate Correlation Analysis

A Pearson's product–moment correlation was computed to examine the relationship between teachers' philosophical commitment and their classroom enactment of GCE practices. The results, displayed in Table 2, revealed a **statistically significant and moderately strong positive correlation (r = .45, p < .001)** between the two variables.
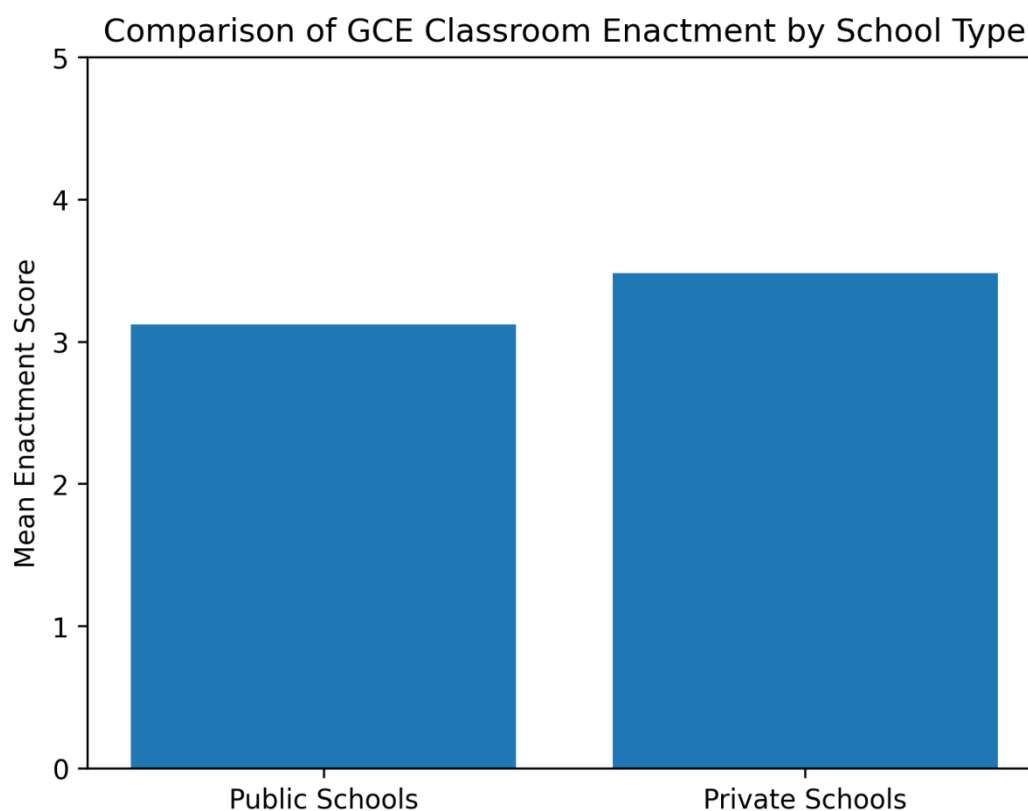
Table 2. Pearson Correlation Between Philosophical Commitment and Classroom Enactment (N = 450)

Variables	1	2	3	4	5

Variables	1	2	3	4	5
1. Philosophical Commitment (PC-GCS)	1				
2. Classroom Enactment (CE-GCE)	**.45***	1			
3. Years of Experience	.08	.10	1		
4. Gender (Female = 1)	.02	−.03	.12	1	
5. School Type (Private = 1)	.15**	.21**	.04	−.09	1

310   *p < .05, **p < .01, ***p < .001*

311   **Figure 2:** Comparison of GCE Enactment by School Type

312

313   **Interpretation:**

314   The moderate positive correlation indicates that teachers who exhibit stronger

315   philosophical commitments to global citizenship are also more likely to report frequent

316   use of GCE-oriented classroom practices. The small but significant correlations with

school type suggest that private-school teachers are more inclined toward both higher philosophical alignment and active enactment compared with their public-school counterparts.

Group Comparisons by School Type

Independent-samples *t*-tests were performed to compare GCE enactment scores across public and private school teachers. As shown in Table 3, **private-school teachers (M = 3.48, SD = 0.66)** scored significantly higher than **public-school teachers (M = 3.12, SD = 0.75)**, $t(448) = 4.23$, $p < .001$, with a **medium effect size (Cohen's d = 0.49)**.

**Table 3. Comparison of Classroom Enactment Scores by School Type**

School Type	n	Mean (M)	Standard Deviation (SD)	*t*	*p*	Cohen's *d*	Interpretation
Public	230	3.12	0.75				Lower enactment of GCE practices
Private	220	3.48	0.66	4.23	< .001	0.49	Moderate practical emphasis on GCE
Total	**450**	—	—	—	—	—	—

Figure 3

Scatterplot showing the relationship between teachers' philosophical commitment to global citizenship education and classroom enactment of GCE practices.

Figure 3: Regression Model Predicting Classroom Enactment

Relationship Between Philosophical Commitment and Classroom Enactment

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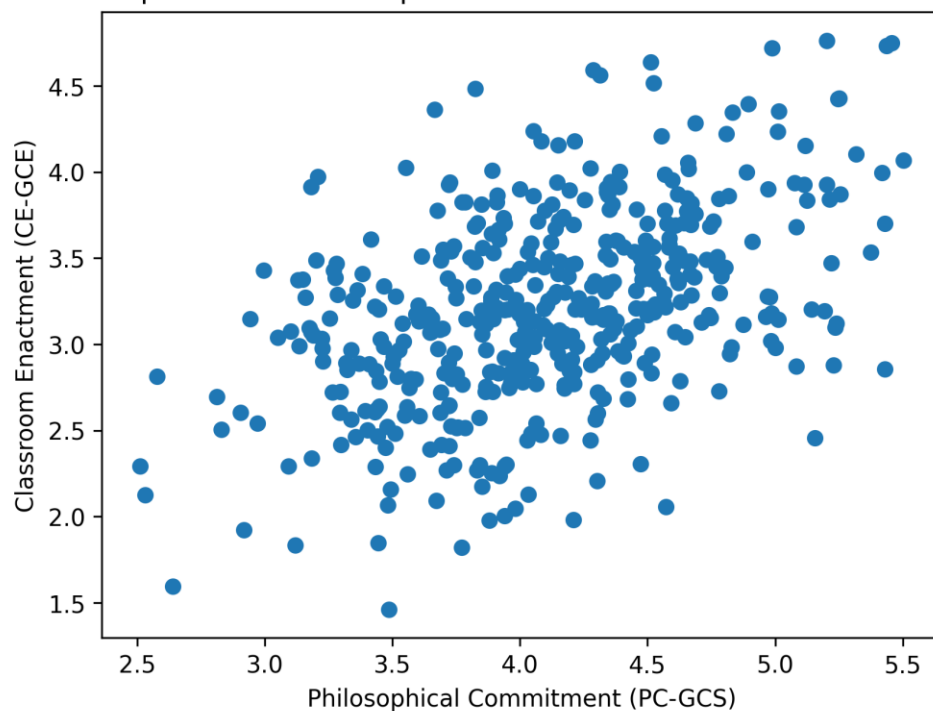
Interpretation:

The results demonstrate a statistically significant difference between school sectors. Private schools appear to provide more enabling environments for teachers to enact GCE principles, possibly due to greater curricular flexibility, administrative support, or resource availability.

Multiple Linear Regression Analysis

To determine the predictive value of philosophical commitment on classroom enactment after controlling for demographic and contextual factors, a multiple linear regression analysis was conducted. As presented in Table 4, the model was statistically significant, $F(5, 444) = 34.25$, $p < .001$, explaining **28% of the variance ($R^2 = .28$)** in classroom enactment.

**Table 4. Multiple Regression Predicting Classroom Enactment (N = 450)**

Predictor Variable	Standardised β	Standard Error (SE)	t-value	p-value	95% Confidence Interval (Lower, Upper)	Interpretation
Philosophical Commitment (PC-GCS)	**.41**	.05	8.20	< .001	[.31, .51]	Strong, significant predictor
School Type (Private = 1)	**.18**	.06	3.00	.003	[.06, .30]	Moderate positive predictor
Years of Experience	.06	.03	1.90	.058	[–.01, .13]	Marginally non-significant
Gender (Female = 1)	–.03	.07	–0.43	.667	[–.17, .11]	Non-significant
Subject Area (Humanities = 1)	.09	.06	1.50	.135	[–.03, .21]	Non-significant

Model Statistics: R^2 = .28; $F(5, 444)$ = 34.25; $p < .001$

344 **Figure 4**

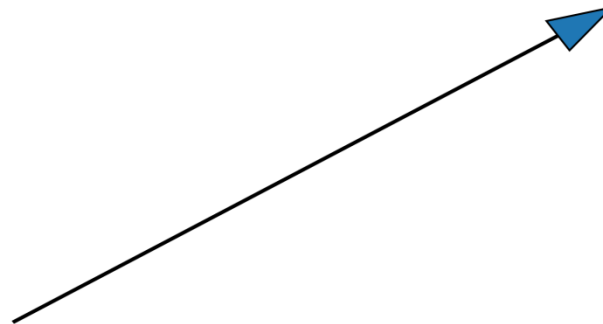345 *Regression model predicting classroom enactment of global citizenship education*

346 *practices.*

Regression Model Predicting Classroom Enactment of GCE Practices

Philosophical
Commitment
(β = .41***)
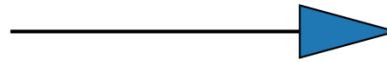
Classroom
Enactment
(R² = .28)

School Type
(β = .18**)

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351 **Interpretation:**

352 Philosophical commitment emerged as the **strongest and most consistent predictor**

353 of classroom enactment of GCE practices. The positive and significant regression

354 coefficient ($\beta = .41$, $p < .001$) confirms that teachers' belief structures substantially

355 influence their pedagogical behaviour. School type also contributed significantly,

356 reinforcing that institutional context moderates the translation of belief into action.

357 Gender, subject area, and years of experience did not significantly predict enactment,

358 suggesting that GCE enactment is largely belief- and environment-driven rather than

359 dependent on demographic traits.

360 These findings empirically support the theoretical assumption that teacher beliefs

361 function as proximal determinants of pedagogical behaviour, consistent with planned

362 behaviour and values-belief-action models

363 **Summary of Findings**

364   Overall, the results reveal three key insights:

365   1. **Teachers demonstrate strong philosophical alignment** with global
366   citizenship principles but only moderate classroom application.
367   2. **Philosophical commitment significantly predicts enactment**, explaining
368   nearly one-third of the observed variance, confirming the theoretical link
369   between beliefs and behaviour proposed by Ajzen (1991) and Schwartz (2016).
370   3. **Institutional context matters**—teachers in private schools report higher
371   enactment, underscoring the influence of structural and organisational
372   supports in facilitating GCE practices.

373   These findings collectively affirm that strengthening teachers' philosophical
374   engagement with GCE ideals is pivotal for meaningful classroom transformation,
375   particularly when coupled with institutional empowerment and policy support.

376   **Discussion**

377   The present study investigated secondary teachers' philosophical commitments to
378   global citizenship education (GCE) and how those commitments relate to their
379   classroom enactment of GCE practices. The results show that teachers generally hold
380   strong commitment to GCE ideals, and this commitment is meaningfully associated
381   with the frequency of enactment of GCE practices in their classrooms ($r = .45$, $\beta = .41$).
382   These findings offer three key contributions.

383   Firstly, the association between teacher philosophical commitments and practice
384   supports the values-belief-action framework and aligns with broader scholarship on
385   teacher agency in GCE (Tarozzi & Mallon, 2019; Smith, 2024). This suggests that
386   beliefs about global justice, cosmopolitan identity, and responsibility matter—not just
387   structural supports. Thus, teacher professional development must engage with
388   philosophical and ethical dimensions of GCE, not only pedagogical techniques.

389   Secondly, the moderate level of classroom enactment ($M = 3.27$) compared to
390   commitment ($M = 4.12$) indicates a gap between belief and practice. This finding
391   echoes earlier readiness studies showing higher motivation than actual practice
392   (UNESCO & EI, 2022). The gap may be due to structural constraints: limited

393   curriculum time, assessment pressures, resource deficits, or insufficient institutional

394   support (Neupane, 2023; Saperstein, 2017). The higher enactment among private-

395   school teachers suggests that institutional context matters and may afford greater

396   flexibility or resource access.

397   Thirdly, the strong effect of school type reinforces the importance of contextual and

398   institutional moderators of enactment. While philosophical commitment was primary,

399   school-type effect underscores that even highly committed teachers may struggle to

400   enact GCE unless supported by conducive institutional environments.

401   Beyond the Pakistani context, these findings have broader implications for global

402   citizenship education internationally. Education systems worldwide face similar

403   tensions between aspirational policy rhetoric and classroom-level enactment. The

404   demonstrated belief–practice gap suggests that strengthening teacher commitment

405   alone is insufficient without institutional alignment. Thus, this study contributes to

406   comparative GCE research by highlighting that philosophical commitment operates

407   within structural constraints, a dynamic relevant across diverse educational systems.

408   **Comparison with Prior Research**

409   The study builds on and extends prior work. Smith (2024) and Dispa et al. (2025)

410   documented conceptual ambiguity and institutional hurdles in GCE enactment; our

411   findings provide empirical survey evidence linking beliefs to practice in a Global

412   South context. The results echo UNESCO's global survey ("Teachers have their say",

413   2022) which found that while many teachers feel motivated to teach GCE topics, fewer

414   feel supported to do so (UNESCO & EI, 2022). The present study identifies

415   philosophical commitment as a measurable correlate of practice, thereby

416   operationalising one of UNESCO's concerns (teacher readiness) at the belief-structure

417   level.

418   **Limitations**

419   Several limitations should be acknowledged. The cross-sectional survey design

420   precludes causal inference; we cannot definitively say commitment causes enactment.

421   Self-report data may be subject to social desirability bias and common-method

422   variance. The sample, though stratified, is restricted to two districts in Punjab and may

423   not generalise nationally or internationally. The newly developed CE-GCE checklist,

424 although showing acceptable reliability, awaits further validation. Finally, structural
425 variables (e.g., school leadership, resource availability) were not included and may
426 mediate enactment.

427 **Implications for Practice and Policy**
428 For teacher professional development: Designing programmes that engage teachers'
429 philosophical beliefs about global justice and citizenship may enhance enactment of
430 GCE. Workshops should include value-reflection, ethical inquiry, cosmopolitan
431 identity work, alongside pedagogical strategies.

432 For school leadership: Institutional conditions matter. Schools should review their
433 curricula, scheduling, incentives and resource allocations to provide space for GCE
434 enactment (project-based learning, cross-cultural initiatives, student-agency tasks).

435 For policy-makers: If GCE is to be implemented in line with SDG 4.7, policy
436 frameworks must embed not only curricular content but also teacher belief support and
437 institutional enablers (training, resources, assessment frameworks). Further,
438 monitoring systems should include teacher belief and practice indicators.

439 **Conclusion**

440 In conclusion, this study demonstrates that teachers' philosophical commitments to
441 global citizenship education are not merely abstract orientations but significant
442 predictors of classroom practice. However, the translation of belief into enactment is
443 shaped by institutional context, underscoring the necessity of systemic support. By
444 empirically linking teacher belief structures with pedagogical enactment in a Global
445 South setting, this research advances both theoretical understanding and policy
446 discourse surrounding GCE implementation. Achieving the goals of SDG 4.7 will
447 require educational reforms that engage teachers' values while simultaneously
448 strengthening institutional conditions for meaningful global citizenship learning.

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