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REVIEWER'S REPORT

Manuscript No.: IJAR-55716

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

Accept as it is
 Accept after minor revision
 Accept after major revision
 Do not accept (*Reasons below*)

| Rating | Excel. | Good | Fair | Poor |
|----------------|--------|------|------|------|
| Originality | | | | |
| Techn. Quality | | | | |
| Clarity | | | | |
| Significance | ... | | | |

Reviewer Name: Dr. Ishrat Fatima

Detailed Reviewer's Report

The paper presents a rigorous empirical investigation into Global Citizenship Education (GCE), focusing on the relationship between teachers' philosophical commitments and their classroom enactment of GCE practices in secondary schools in Punjab, Pakistan. Anchored in the Theory of Planned Behaviour (Ajzen, 1991) and the values–belief–action framework (Schwartz, 2016), the study uses a large-scale quantitative survey ($N = 450$) to address a significant gap in GCE literature, particularly within Global South contexts.

Overall, the study is well-conceptualised, methodologically sound, and theoretically grounded. The title is precise, informative, and accurately reflects the study's core variables teachers' philosophical commitments and classroom enactment. It clearly signals both the conceptual and empirical focus.

The abstract is well-structured and clearly communicates:

- The research problem and context
- Theoretical framework
- Methodology and sample size
- Key findings (belief–practice gap, predictive power of philosophical commitment, role of school type)

The abstract effectively highlights the belief practice gap, which is a central contribution of the paper. Minor improvements could include slightly simplifying statistical reporting for broader readability, but overall it is strong and publication-ready.

The authors demonstrate excellent engagement with foundational and contemporary scholarship (UNESCO, Veugelers, Bourn, Tarozzi & Mallon, Andreotti, Smith). The discussion of conceptual ambiguity in GCE (liberal vs critical vs transformative) is particularly strong and shows critical awareness of the field. The literature review successfully Establishes the moral and philosophical nature of GCE, Identifies institutional and structural barriers and Highlights the belief–practice gap, especially in South Asian contexts. The paper clearly identifies a genuine and well-justified research gap: Limited quantitative evidence linking teachers' beliefs with classroom enactment, Underrepresentation of Global South contexts and Lack of empirical testing of belief–practice relationships in GCE. The stated contributions are clear, original, and significant, particularly the operationalisation of philosophical commitment as a measurable construct. This strengthens both theoretical advancement and policy relevance.

This paper is a high-quality, publishable contribution to the field of Global Citizenship Education. It combines theoretical sophistication, methodological rigor, and policy relevance. The paper examines Global Citizenship Education (GCE) by exploring the relationship between teachers' philosophical commitments and their classroom enactment in secondary schools. Grounded in the Theory of Planned Behaviour and the values–belief–

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action framework, the study employs a quantitative survey design with a robust sample of 450 teachers, offering empirical insight from a Global South context.

The findings reveal a clear belief-practice gap, where teachers demonstrate strong philosophical alignment with GCE ideals but only moderate implementation in classrooms. Philosophical commitment emerges as a significant predictor of enactment, while institutional factors particularly school type also influence practice. The study is methodologically sound, theoretically informed, and addresses a notable gap in existing literature.

Overall, the paper makes a valuable contribution to GCE research by highlighting the importance of aligning teacher beliefs with systemic support.