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RESEARCH ARTICLE

GLOBAL CITIZENSHIP EDUCATION IN PRACTICE: TEACHERS' PHILOSOPHICAL COMMITMENTS AND CLASSROOM ENACTMENT IN SECONDARY SCHOOLS

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Abstract

Global Citizenship Education (GCE) has been positioned by UNESCO as a central educational response to globalisation, social inequality, and sustainable development. Despite widespread policy endorsement, limited empirical research—particularly in Global South contexts—has examined how teachers' philosophical commitments to GCE translate into classroom practice. Drawing on the Theory of Planned Behaviour and a values–belief–action framework, this study investigates (a) secondary school teachers' philosophical commitments to GCE and (b) the extent to which these commitments predict classroom enactment of GCE practices in Punjab, Pakistan. Using a cross-sectional survey design, data were collected from 450 in-service secondary school teachers and analysed using descriptive statistics, correlation, and multiple regression techniques. Results indicate that teachers report strong philosophical commitment to GCE (M = 4.12), but only moderate classroom enactment (M = 3.27), revealing a belief–practice gap. Philosophical commitment emerged as a strong predictor of enact ment ($\beta = .41$, $p < .001$), with school type also exerting a significant effect. The findings advance GCE scholarship by empirically demonstr ating how teacher belief structures shape pedagogical practice within constrained institutional contexts.Implications are discussed for teacher education, school leadership, and policy implementation aligned with SDG 4.7.

Introduction:-

Introduction and Literature Review:-

The concept of Global Citizenship Education (GCE) has emerged as a transformative educational framework in response to globalisation, rapid technological integration, and the urgent pursuit of sustainable development. As societies become increasingly interdependent, education systems are expected not only to impart disciplinary knowledge but also to cultivate global awareness, empathy, and civic responsibility among learners (UNESCO,

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2015; Veugelers, 2021). UNESCO defines GCE as an educational approach aimed at preparing learners to "live together peacefully and sustainably" through developing knowledge, skills, values, and attitudes necessary for building a more inclusive and just world (UNESCO, 2015). This orientation aligns directly with Sustainable Development Goal 4.7, which emphasises education for global citizenship and sustainable development as essential for preparing youth to face global challenges (Akçay et al., 2024).

Over the past decade, scholars have argued that GCE serves as both a pedagogical philosophy and a moral imperative in modern schooling (Bourn, 2021; Tarozzi & Mallon, 2019). It transcends traditional civic education by encouraging learners to see themselves as part of a broader global community, fostering a sense of moral responsibility toward social justice, equity, and environmental stewardship (Veugelers, 2021). This global orientation requires teachers not only to possess content knowledge but also to embody certain philosophical and ethical commitments that guide their pedagogical decisions and interactions with students. As Tarozzi and Mallon (2019) highlight, the teacher's moral agency and value orientation form the bridge between global educational ideals and classroom reality.

Despite the growing consensus on the importance of GCE, its conceptualisation and implementation remain inconsistent and contested across contexts. Pashby et al. (2020) describe this as a "typological challenge," noting that GCE can take liberal, critical, or transformative forms depending on local policy priorities and educational traditions. In some cases, GCE is reduced to teaching about international issues superficially, whereas in others, it is framed critically—inviting learners to question structures of inequality and privilege. Smith (2024) and Dispa et al. (2025) further argue that such conceptual ambiguity, compounded by institutional constraints and market-driven educational priorities, often results in fragmented or symbolic enactments of GCE in classrooms.

Within the South Asian context, including Pakistan, these global challenges are intensified by limited institutional resources, curriculum rigidity, and competing national priorities (Saddiqa, Anwar, & Khizar, 2021). Although policy frameworks reference global citizenship and sustainable development, practical integration into curricula remains weak. Khan and Tabassum (2024) found that prospective teachers in Pakistan possessed only moderate awareness of GCE concepts, often perceiving them as peripheral to core teaching duties. Similarly, Zainab (2022) observed that while teachers recognise the moral importance of fostering empathy and justice, few incorporate structured global learning activities in their classrooms. These findings point to a persistent "belief-practice gap," where teachers' positive attitudes do not necessarily translate into pedagogical enactment.

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

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

The notion of classroom enactment in GCE refers to teachers' observable practices that embody global citizenship principles—such as integrating global issues into lessons, promoting intercultural dialogue, encouraging student-led projects, and nurturing reflective and action-oriented learning (Bourn, 2021; Dispa et al., 2025). However, studies like Neupane (2023) show that teachers frequently cite structural constraints, including overcrowded classrooms, content-heavy syllabi, and limited autonomy, as barriers to consistent GCE enactment. Vandevelde et al. (2025) also note that teachers' perceived professional competencies in citizenship education are often shaped more by

institutional culture than by their personal motivation, highlighting the influence of contextual factors.From a policy perspective, Saperstein (2017) and UNESCO (2015) underscore that GCE requires systemic integration—embedding teacher training, curriculum design, and school leadership practices that reinforce global values. Without institutional and curricular support, even highly committed teachers may struggle to transform their philosophical beliefs into consistent pedagogical practice.In Pakistan, this challenge is particularly salient given the nation's educational diversification and the coexistence of public and private schooling systems with varying resources and ideologies (Saddiqa et al., 2021). The influence of institutional setting, therefore, becomes crucial in understanding variations in classroom enactment. Teachers in private schools may experience greater flexibility and access to resources, enabling them to implement GCE principles more effectively compared to their public-school counterparts.

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

Contribution of the Study:-

This study makes three key contributions to the literature on global citizenship education. First, it empirically operationalises teachers' philosophical commitments to GCE and demonstrates their predictive relationship with classroom enactment, thereby extending values–belief–action and planned behaviour frameworks within educational research. Second, it provides large-scale quantitative evidence from a Global South context, addressing a notable geographic and methodological gap in GCE scholarship, which has been dominated by qualitative and policy-level analyses. Third, by examining institutional context through school type, the study highlights how structural conditions shape the translation of belief into practice, offering policy-relevant insights for the implementation of SDG 4.7 in secondary education systems.

Theoretical Framework:-

This study adopts an adaptation of the Theory of Planned Behaviour (Ajzen, 1991) supplemented by a values-belief-action framework (Schwartz, 2016). In this adaptation, teachers' philosophical commitments (values/beliefs) are antecedents to their intentions and actual enactment of GCE practices; institutional/contextual factors act as moderators and control variables. Thus, we hypothesise that higher philosophical commitment will predict greater classroom enactment of GCE practices, controlling for demographic and contextual factors.

Hypotheses:-

Based on the Theory of Planned Behaviour (Ajzen, 1991) and the values–belief–action framework (Schwartz, 2016), the following hypotheses were formulated:

H1: Teachers' philosophical commitment to global citizenship education will be positively associated with their classroom enactment of GCE practices.

H2: Teachers' philosophical commitment to GCE will significantly predict classroom enactment after controlling for demographic and contextual variables.

H3: Institutional context (school type) will moderate levels of classroom enactment of GCE practices.

Figure 4: Conceptual Framework of the Study (based on Theory of Planned Behaviour and Values–Belief–Action model)

Research Gaps and Rationale:-

As noted, while there is growing qualitative work on how teachers conceptualise GCE (Smith, 2024; Dispa et al., 2025) and readiness surveys (UNESCO & EI, 2022), quantitative survey studies linking philosophical commitments with enactment practices in empirical secondary school settings are limited—especially in Global South contexts like Pakistan. Moreover, few studies articulate the specific philosophical dimensions (such as justice orientation, cosmopolitan identity, critical reflection) among teachers and their direct association with enacted pedagogical

behaviours in GCE. Addressing this gap has strong policy relevance: if teachers' beliefs matter, then professional development must target belief-structures and not only skills or resources. Hence, this study aims to fill this gap by surveying in-service secondary teachers on their philosophical commitments to GCE and measuring their reported classroom enactment practices. The strong fit with international education agendas (SDG 4.7, UNESCO GCE guidelines) underscores the relevance of this research for policy and practice.

Methodology:-

Study Design:-

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

Population and Setting:-

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

Sampling Strategy:-

A stratified random sample was drawn from the list of secondary schools in two districts (Lahore and Faisalabad). Schools were stratified by sector (public vs private) and by subject area (humanities/social sciences vs STEM) to ensure variation. Within selected schools, teachers were randomly invited. A target sample size of 400 was set based on a power analysis: assuming a medium effect size ($f^2 = 0.15$) for multiple regression with 5 predictors, $\alpha = .05$, power = .80 yields ~92; to allow for subgroup analyses and ~30 % non-response, a target of 450 indicates robustness. The actual sample achieved was N = 450. The response rate was 75 % (450/600 invited). Potential response bias was considered: non-responders may systematically differ (e.g., less interested in GCE), which is acknowledged in limitations.

Instrumentation (Survey Tools Questionnaires):-

Two major instruments were used:

1. Philosophical Commitment to Global Citizenship Scale (PC-GCS): 12 items adapted from Pashby et al.'s (2020) meta-review typologies of GCE and teacher belief measurement (e.g., "I believe that students should learn to act as global citizens", "Global justice is an essential part of my teaching philosophy"). Responses on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). This scale achieved a Cronbach's alpha of .83 in pilot testing (n = 50).
2. Classroom Enactment of GCE Practices (CE-GCE) Checklist: 10 items developed for this study, informed by teacher-practice literature (Bourn, 2021; Dispa et al., 2025) representing frequency of practices (e.g., "I integrate global citizenship themes into my lesson plans", "I engage students in reflective tasks about global interdependence", "I provide student-led projects addressing global issues"). Responses on a 5-point frequency scale (1 = never to 5 = very often). Pilot test yielded Cronbach's alpha .79.

Item translation into Urdu and back-translation process ensured linguistic validity; pilot testing involved cognitive interviews with 5 teachers. Survey also included items on demographic and contextual variables (gender, age, years of service, subject taught, school type, professional development in GCE).

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

Validity and Reliability:-
Internal consistency for PC-GCS and CE-GCE was acceptable (α = .83 and .79 respectively). Construct validity was supported by exploratory factor analysis (two-factor solution explaining 52% variance). Test–retest reliability was not feasible given cross-sectional design, but pilot stability over two weeks (n = 30) showed r = .71 for PC-GCS. Potential biases include selection bias (non-responders), social desirability bias (teachers over-reporting enactment), and common-method bias (self-report). To mitigate social desirability, anonymity was emphasised and survey ordering included buffer items.While the study relies on self-reported measures of classroom enactment, this approach is consistent with large-scale international GCE research where observational access is limited (UNESCO & Education International, 2022). To reduce social desirability bias, anonymity was emphasised and no evaluative consequences were associated with participation. Furthermore, the newly developed classroom enactment checklist demonstrated acceptable internal consistency and factor structure, supporting its use as an exploratory measure of GCE practice. Nonetheless, future research should triangulate self-report data with classroom observations and longitudinal designs to strengthen causal inference.

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

Results:-

Descriptive Statistics:-
The dataset comprised responses from 450 in-service secondary school teachers in Punjab, representing both public (n = 230) and private (n = 220) institutions. Participants' teaching experience ranged from 1 to 28 years (M = 9.8, SD = 5.4). Table 1 summarises the descriptive statistics for all key continuous variables, including teachers' philosophical commitment to GCE and classroom enactment of GCE practices. Teachers reported a moderately high level of philosophical commitment (M = 4.12, SD = 0.58) on a 5-point Likert scale, indicating general agreement with statements reflecting global awareness, justice orientation, and social responsibility. However, their mean

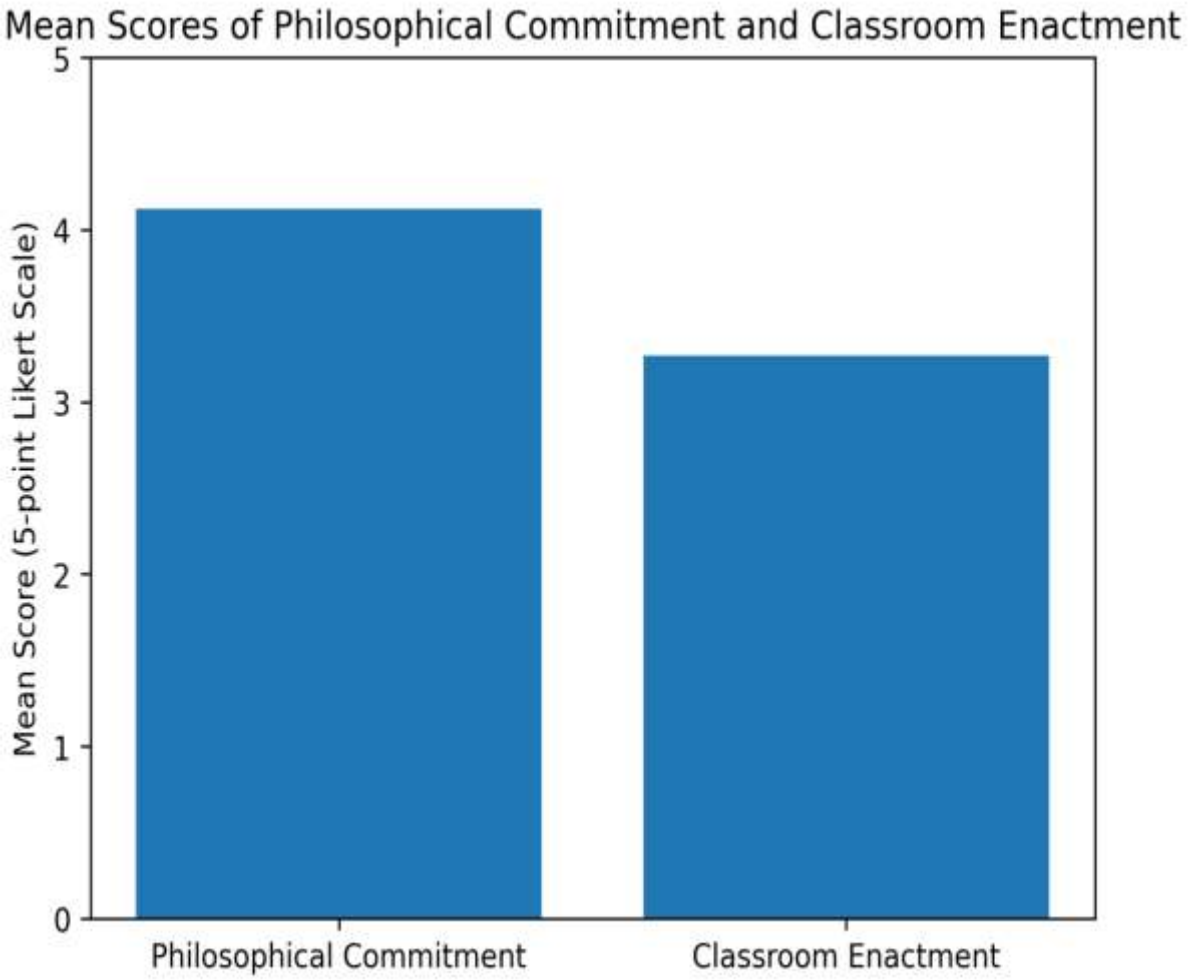
classroom enactment score (M = 3.27, SD = 0.72) was comparatively lower, suggesting that while teachers conceptually support GCE principles, actual classroom integration remains moderate.

This gap highlights a belief–practice divide consistent with previous international findings (UNESCO & Education International, 2022; Neupane, 2023).

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

Figure 1: Mean Scores for Philosophical Commitment and Classroom Enactment



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.

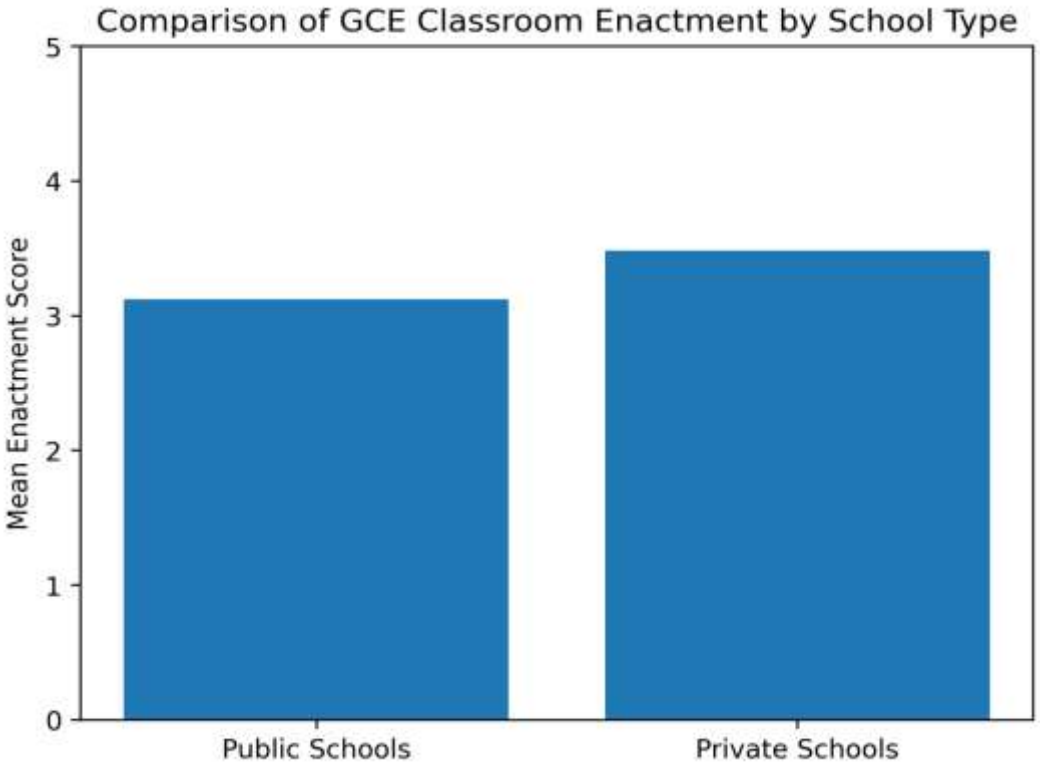
Bivariate Correlation Analysis:-
A Pearson's product–moment correlation was computed to examine the relationship between teachers' philosophical commitment and their classroom enactment of GCE practices. The results, displayed in Table 2, revealed a statistically significant and moderately strong positive 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
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

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

Figure 2: Comparison of GCE Enactment by School Type



Interpretation:
The moderate positive correlation indicates that teachers who exhibit stronger philosophical commitments to global citizenship are also more likely to report frequent 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.

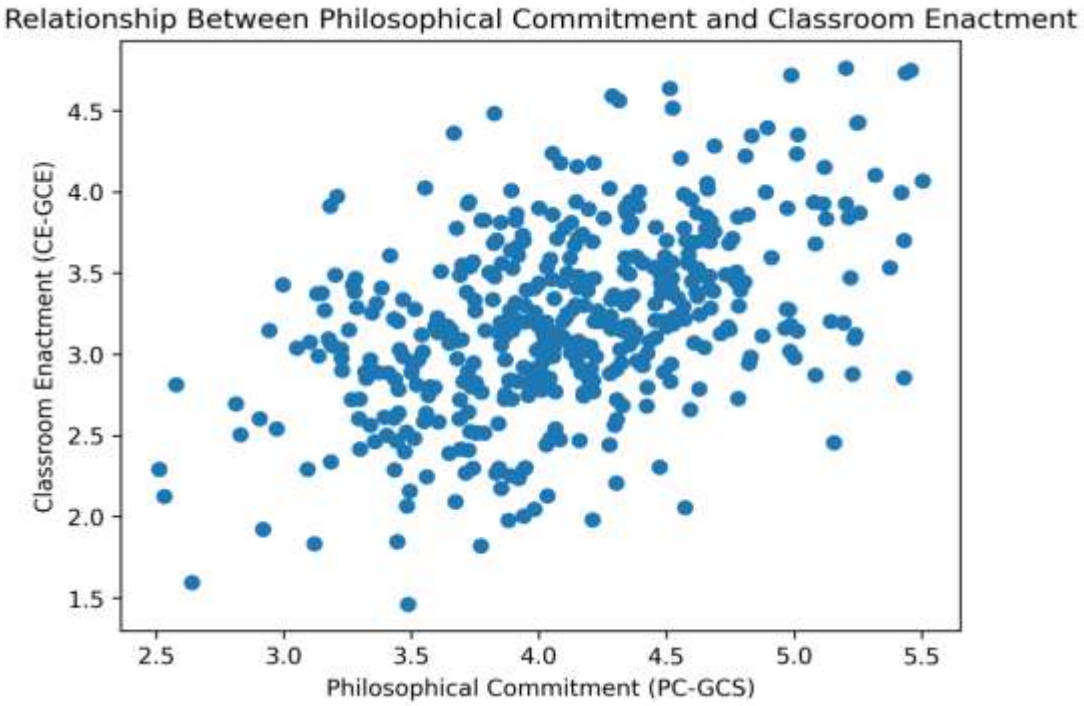
Group Comparisons by School Type:-
Independent-samples t-tests were performed to compare GCE enactment scores across public and private school teachers. As shown in Table 3, private-school teachers (M = 3.48, SD = 0.66) scored significantly higher than public-school teachers (M = 3.12, SD = 0.75), t(448) = 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**



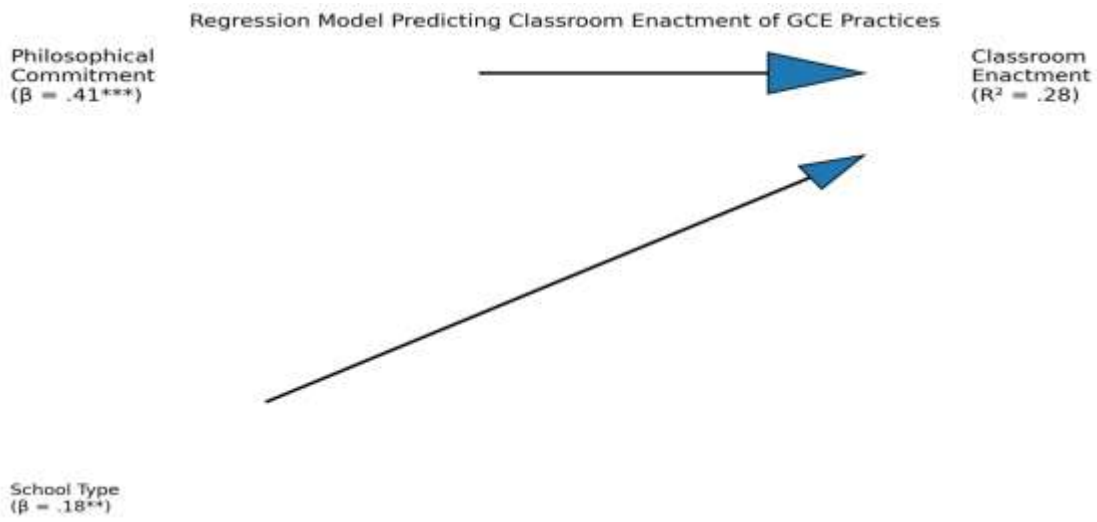
Interpretation:
The results demonstrate a statistically significant difference between school sectors. Private schools appear to provide more enabling environments for teachers to enact GCE principles, possibly due to greater curricular flexibility, administrative support, or resource availability.

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

Figure 4 Regression model predicting classroom enactment of global citizenship education practices.



Interpretation:
Philosophical commitment emerged as the strongest and most consistent predictor of classroom enactment of GCE practices. The positive and significant regression coefficient ($\beta = .41$, $p < .001$) confirms that teachers' belief structures substantially influence their pedagogical behaviour. School type also contributed significantly, reinforcing that institutional context moderates the translation of belief into action. Gender, subject area, and years of experience did not significantly predict enactment, suggesting that GCE enactment is largely belief- and environment-driven rather than dependent on demographic traits.

These findings empirically support the theoretical assumption that teacher beliefs function as proximal determinants of pedagogical behaviour, consistent with planned behaviour and values-belief-action models

Summary of Findings:-
Overall, the results reveal three key insights:

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

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

Discussion:-

The present study investigated secondary teachers' philosophical commitments to global citizenship education (GCE) and how those commitments relate to their classroom enactment of GCE practices. The results show that teachers generally hold strong commitment to GCE ideals, and this commitment is meaningfully associated with the frequency of enactment of GCE practices in their classrooms ($r = .45$, $\beta = .41$). These findings offer three key contributions.Firstly, the association between teacher philosophical commitments and practice supports the values-belief-action framework and aligns with broader scholarship on teacher agency in GCE (Tarozzi & Mallon, 2019; Smith, 2024). This suggests that beliefs about global justice, cosmopolitan identity, and responsibility matter—not just structural supports. Thus, teacher professional development must engage with philosophical and ethical dimensions of GCE, not only pedagogical techniques.

Secondly, the moderate level of classroom enactment ($M = 3.27$) compared to commitment ($M = 4.12$) indicates a gap between belief and practice. This finding echoes earlier readiness studies showing higher motivation than actual practice (UNESCO & EI, 2022). The gap may be due to structural constraints: limited curriculum time, assessment pressures, resource deficits, or insufficient institutional support (Neupane, 2023; Saperstein, 2017). The higher enactment among private-school teachers suggests that institutional context matters and may afford greater flexibility or resource access.Thirdly, the strong effect of school type reinforces the importance of contextual and institutional moderators of enactment. While philosophical commitment was primary, school-type effect underscores that even highly committed teachers may struggle to enact GCE unless supported by conducive institutional environments.

Beyond the Pakistani context, these findings have broader implications for global citizenship education internationally. Education systems worldwide face similar tensions between aspirational policy rhetoric and classroom-level enactment. The demonstrated belief–practice gap suggests that strengthening teacher commitment alone is insufficient without institutional alignment. Thus, this study contributes to comparative GCE research by highlighting that philosophical commitment operates within structural constraints, a dynamic relevant across diverse educational systems.

Comparison with Prior Research:-

The study builds on and extends prior work. Smith (2024) and Dispa et al. (2025) documented conceptual ambiguity and institutional hurdles in GCE enactment; our findings provide empirical survey evidence linking beliefs to practice in a Global South context. The results echo UNESCO's global survey ("Teachers have their say", 2022) which found that while many teachers feel motivated to teach GCE topics, fewer feel supported to do so (UNESCO & EI, 2022). The present study identifies philosophical commitment as a measurable correlate of practice, thereby operationalising one of UNESCO's concerns (teacher readiness) at the belief-structure level.

Limitations:-

Several limitations should be acknowledged. The cross-sectional survey design precludes causal inference; we cannot definitively say commitment causes enactment. Self-report data may be subject to social desirability bias and common-method variance. The sample, though stratified, is restricted to two districts in Punjab and may not generalise nationally or internationally. The newly developed CE-GCE checklist, although showing acceptable reliability, awaits further validation. Finally, structural variables (e.g., school leadership, resource availability) were not included and may mediate enactment.

Implications for Practice and Policy:-

For teacher professional development: Designing programmes that engage teachers' philosophical beliefs about global justice and citizenship may enhance enactment of GCE. Workshops should include value-reflection, ethical inquiry, cosmopolitan identity work, alongside pedagogical strategies.For school leadership: Institutional conditions matter. Schools should review their curricula, scheduling, incentives and resource allocations to provide space for GCE enactment (project-based learning, cross-cultural initiatives, student-agency tasks).For policy-makers: If GCE is to be implemented in line with SDG 4.7, policy frameworks must embed not only curricular content but also teacher belief support and institutional enablers (training, resources, assessment frameworks). Further, monitoring systems should include teacher belief and practice indicators.

Conclusion:-

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

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