



## ASSESSING GLOBAL CITIZENSHIP EDUCATION INSTRUCTIONAL STRATEGIES IN SOCIAL STUDIES CURRICULAR IN TERTIARY INSTITUTIONS IN EBONYI STATE, NIGERIA.

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### **Abstract**

*The study assessed global citizenship education instructional strategies in Social Studies curricular in tertiary institutions in Ebonyi State, Nigeria. The study adopted a descriptive survey design. Four research questions and one null hypothesis guided the study. The total population of the study comprised all the 120 Social Studies lecturers and students in Ebonyi State tertiary institutions. The study employed a total enumeration technique to arrive at the sample size of 120 respondents. The study utilized a researcher-made questionnaire for data collection. In order to ascertain the reliability of the instrument, 30 copies of the validated instrument were administered on a group of 20 Social Studies students and 10 lecturers in the University of Nigeria, Nsukka, which is outside the study area. Data obtained from the instrument were analyzed using mean and standard deviation. The findings of the study revealed, amongst other things, that instructional strategies for the implementation of global citizenship education related contents such as Brainstorming, Group Discussion, Role Modeling, Simulations, Storytelling, Computer Assisted Instruction, Debate, Use of Resource Persons, and Concept Mapping are highly reflected in Social Studies curricular in tertiary institutions in Ebonyi State. Based on the findings of the study, conclusions were drawn. It was recommended, among other things, that global citizenship education related contents should be taught using innovative instructional strategies like computer assisted instruction, augmented reality, virtual learning and modelling which reflect global best practices in today's educational industry.*

**Keywords:** Curriculum, Global Citizenship Education, Instructional Strategies, Social Studies

### **Introduction**

Over time, the world has noticeably reduced in size through the nascent phenomenon of globalization, which is borne out of knowledge explosion and technological advancements. Thus, people across cultures and national boundaries have embraced transnational actions and interactions that tend to bring them closer, devoid of their physical distances, and other geographical restrictions (Green et al, 2017). This has made the emergence of global citizenship education and its emphasis a topical issue. The emphasis on Global Citizenship Education (GCE) is therefore one of the 169 targets of the 17 Sustainable Development

Goals (SDGs) otherwise called Agenda 2030 (Andreotti, 2014). Global citizenship has been likened to a paradigm shift from the conservative country-specific kind of citizenship to a globalized membership/citizenship. This shift bestows on one the honour of being a citizen of a particular country or nation, and at the same time a citizen of the world (Assali, 2023).

A citizen is a legal member of any country. A citizen is one who possesses the status of belonging to a particular state or nation, and is at liberty to enjoy certain rights and privileges and perform corresponding duties and obligations as enshrined in the constitution (Adu & Olowu, 2022). Furthermore, Derek (2014) explains that only citizens in good standings (that is, those who perform their civic duties and obligations) are allowed to enjoy their constitutional rights and privileges. Operationally, a citizen is therefore a constitutionally recognized member of any nation, society or state. One becomes a citizen through the process of citizenship which involves the legal right of being a member of a particular society. Citizenship is therefore a term used to describe one's legal status of being a citizen or member of a given country. Contrary to country-specific kind of citizenship described above, it is worth of note that global citizenship is way beyond sole attachment to one's country of origin and the benefits accruing thereof (Akudolu et al, 2017). This is because it encompasses the recognition of a person as a global citizen with the rights to move and live anywhere in the world. Global citizenship is relatively a new concept. Although, Hower (2015) insisted that its origin is dated back to the 4th century when Diagenes (a Greek Philosopher) declared himself a cosmopolitan or citizen of the world which could also be referred to as global citizenship. Global citizenship refers to a concept associated with the unification of people from diverse cultural, geographical, educational and socio-political background in order to be guided by similar and unified rules of engagements for global good (Assali, 2023). Global citizenship makes for the free flow of ideas, products, knowledge, capital, people, labour and information offshores or across national territories (Green et al., 2017). It is widely agreed that when individuals are suitably equipped with the knowledge of global citizenship, they will come to appreciate the necessary skills, attitudes, values, expertise and other realities associated with human interactions on a global scale (Amna et al, 2022).

In Nigeria, tertiary institutions are believed to be the powerhouse for producing capable manpower needed for community development. In this respect, lecturers in tertiary institutions need to embrace to embrace innovative instructional strategies for the implementation of GCE. This because GCE requires global identities and skills which are



needed by people to adapt, live and thrive in any parts of the world (Amartya, 2016). Accordingly, the United Nations Educational, Scientific and Cultural Organization-UNESCO (2018) observed that global citizenship education is mainly focused on educating people from early childhood, to become clear-thinking and enlightened citizens who can participate in decision makings concerning their country and the world at large. Operationally, global citizenship education can be defined as a type of education which focuses on making citizens to be more conversant with international best practices in an increasingly interconnected world. Thus, UNESCO (2018) categorized global citizenship into three main objectives, namely; educating people on citizenship and human rights through an understanding of the principles and institutions which govern a state or nation; learning to exercise one's judgement and critical faculty; and acquiring a sense of individuality and community responsibilities. All these objectives are achievable through the use of suitable instructional strategies for the implementation of global citizenship education related contents in Social Studies curricular in tertiary institutions in Ebonyi State.

Social Studies is centred on human activities in both their physical and social environments. Social Studies refers to a discipline which focuses on activities and events of humans in families, schools, community, politics, workplace, at home and wherever humans engage in different fields of endeavour. This aligns with the ideals of global citizenship education related contents in tertiary institution Social Studies curricula which emphasize intercultural relations, human rights, migration and other activities of global magnitude (Pigozzi, 2016). The above definition also portrays Social Studies as human-focused. The objectives of Social Studies as recognized by the Federal Republic of Nigeria (2014) include: the development of an understanding of the relationship between human beings and their social, and physical environments, both in the past and in the present, among others. In the context of this study, Social Studies can be simply seen as a field of study professionally charged with the responsibility of exposing students to cultural diversities, patterns of human interactions and other global best practices.

Tertiary Social Studies lecturers, therefore, are expected to assist students in acquiring suitable knowledge, values, attitudes and skills which they require to favourably compete and interact in a globally interconnected world. Social Studies is a major part of school programmes which explores social and physical realities of the world (Mkpa, 2019). Tertiary education refers to all formal post-secondary education, including public and private universities, colleges of education, technical training institutes, and polytechnics

(Ede, 2015). Social Studies lecturers are expected to appropriately implement global citizenship education related contents to the cognitive level of their students so that they can, with ease, interact across cultures as global citizens (Chiodo & Byford, 2014). Thus, proper implementation of global citizenship education related contents in Nigerian tertiary institution will expose students to new ideas and skills needed for global citizenship. In tertiary institutions, engaging students through Discussions, Debates, Role-plays, and Inquiry-based tasks are key instructional strategies for enabling students to understand the ideals of GCE and to explore global issues critically (Ojokheta & Omokhabi, 2020).

Instructional strategies consist of all the various methods of instructional delivery framework adopted by individual lecturers. Invariably, the use of instructional strategies such as Resource persons, Role play, Computer Assisted Instruction, Concept Mapping, Game Simulation, etc, could assist in the implementation of GCE related contents in tertiary Education Social Studies curricula in Nigeria (Akudolu, et al, 2017). In the context of this study, instructional strategies are those pedagogical approaches, methods, and techniques used by lecturers to deliver classroom instruction for the realization of Social Studies instructional objectives. In most tertiary institutions in Nigeria, Social Studies lecturers may not have been properly deploying innovative instructional strategies for effective implementation of GCE contents even when GCE it is widely believed that if GCE is adequately implemented, students will be exposed to contemporary global best practices. Against this backdrop, this study assesses global citizenship education instructional strategies available for the implementation of global citizenship education contents in Social Studies curricular in tertiary institutions in Ebonyi State.

### **Purpose of the Study**

The main purpose of this study was to ascertain the instructional strategies available for global citizenship instruction in Social Studies curricular in tertiary institutions in Ebonyi State. Specifically, the study;

1. ascertained extent of global citizenship education contents coverage in Social Studies curricular in tertiary institutions in Ebonyi State.
2. identified recommended instructional strategies for the implementation of global citizenship education contents in Social Studies curricular in tertiary institutions in Ebonyi State.



3. identified the extent the recommended instructional strategies for the implementation of global citizenship education contents are being utilized in Social Studies curricular in tertiary institutions in Ebonyi State.
4. ascertained factors impeding the effective implementation of global citizenship education contents in Social Studies curricular in tertiary institutions in Ebonyi State.

### **Research Questions**

The under listed research questions guided the study:

5. To what extent are global citizenship education contents covered in Social Studies curricular in tertiary institutions in Ebonyi State?
6. What are the recommended instructional strategies for the implementation of global citizenship education contents in Social Studies curricular in tertiary institutions in Ebonyi State?
7. To what extent are the recommended instructional strategies for the implementation of global citizenship education contents being utilized in Social Studies curricular in tertiary institutions in Ebonyi State?
8. What are the factors impeding the effective implementation of global citizenship education contents in Social Studies curricular in tertiary institutions in Ebonyi State?

### **Hypothesis**

The following null hypothesis was tested at 0.05 level of significance:

**H<sub>01</sub>:** There is no significant difference in the mean responses of lecturers and students on the recommended instructional strategies for the implementation of Global Citizenship Education contents in tertiary institutions in Ebonyi State.

### **Methods**

The study adopted a descriptive survey research design. Nworgu (2015) describes descriptive survey design as a type of design which is aimed at collecting data and describing in a systematic manner, the characteristics, features and facts about a given population. The study was carried out in Ebonyi State tertiary institutions, namely, Ebonyi State University, Ishieke and Ebonyi State College of Education, Ikwo. The target population comprised all the 120 lecturers and students of Social Studies Education in Ebonyi State in the two tertiary institutions. Out of the 120 respondents, 16 are lecturers while 104 others are students. The study adopted total enumeration sampling technique to select sample size of 120 respondents for the study.

The study utilized a researcher-made instrument titled Lecturers` and Students` Perception on the Extent of Implementation of Global Citizenship Education Related Contents in Tertiary Institution Social Studies Curriculum Questionnaire. The instrument consisted of four clusters and 54 items which were generated from reviewed literature and Social Studies tertiary institution curricula. The instrument was face-validated by three experts, two from the Department of Social Science Education and one from Measurement and Evaluation Unit, Department of Science Education, all in the University of Nigeria, Nsukka. In order to ascertain the reliability of the instrument, thirty (30) copies of the validated instrument were administered on 30 respondents, which included 20 Social Studies students and 10 lecturers in the University of Nigeria, Nsukka, who are outside the study area. The overall reliability coefficients of 0.71 indicated that the instrument was reliable for the study. Data were collected from the respondents using the structured questionnaire. The researchers employed the services of two research assistants who were briefed on how to administer the instrument on the respondents. Data collected were analyzed using mean and standard deviation to answer the research questions. A mean benchmark of 2.50 was applied. This means that each item that obtained a mean score of 2.50 and above was accepted while the items that obtained mean score below 2.50 were rejected. The null hypothesis was tested at 0.05 level significance, using a t-test method.

## Findings

*Table 1 Presents the Mean Responses of Lecturers and Students on the Extent of Global Citizenship Education Contents Coverage in Social Studies Curricular in Tertiary Institutions in Ebonyi State.*

S/N	Item Statement	N	Mean	SD	Decision
1.	Citizenship Education	120	3.14	0.71	Accept
2.	International Organizations	120	2.29	0.95	Reject
3.	International Trade	120	2.79	0.73	Accept
4.	International Relations	120	3.02	0.64	Accept
5.	Migration	120	2.77	0.82	Accept
6.	International Treaties	120	2.78	0.58	Accept
7.	Human Right Education (HRE)	120	2.43	0.77	Reject
8.	World Games and Sports	120	2.75	0.66	Accept
9.	Cultural Exchange	120	2.65	0.78	Accept
10.	Gender equality	120	2.23	1.05	Reject
11.	Value Education	120	2.34	0.93	Reject
12.	Law Related Education	120	2.96	0.44	Accept
13.	Contemporary World Issues	120	2.50	0.74	Accept
14.	The Universal Declaration of Human Rights (UDHR)	120	2.65	0.81	Accept
15.	Technological Skills	120	2.90	0.71	Accept
	<b>Grand Mean</b>		<b>2.68</b>		<b>Accept</b>



The mean scores of all the items presented in table 1 except items 2, 7, 10 and 11 above suggested that global citizenship education related contents are relatively covered in Social Studies curricular in tertiary institutions in Ebonyi State, and that these contents are instrumental for the development of Social Studies tertiary institution students as global citizens who can live and interact on a global scale. The grand mean scores of 2.68 illustrated that global citizenship education related contents are covered to a high extent in Social Studies curricular in tertiary institutions in Ebonyi State.

**Table 2 Shows the Mean Responses of Lecturers and Students on Recommended Instructional Strategies for the Implementation of Global Citizenship Education Contents in Social Studies Curricular in Tertiary Institutions in Ebonyi State.**

S/N	Item Statements	N	Mean	SD	Decision
16	Brainstorming technique	120	2.40	0.85	Reject
17	Group discussion	120	2.50	0.87	Accept
18	Role Modeling	120	2.50	0.89	Accept
19	Simulations	120	2.55	0.87	Accept
20	Storytelling	120	2.54	0.71	Accept
21	Computer Assisted Instruction	120	2.50	0.88	Accept
22	Use of debate	120	2.47	0.56	Reject
23	Use of miming	120	2.33	0.49	Reject
24	Resource persons	120	2.65	0.65	Accept
25	Role play	120	2.75	0.78	Accept
26	Work Cards	120	3.25	0.71	Accept
27	Game simulation	120	3.20	0.72	Accept
28	Concept Mapping	120	3.10	0.77	Accept
	<b>Grand Mean</b>		<b>2.67</b>		<b>Accept</b>

The mean scores of all the items except items 16, 22 and 23, shown in table 2 above depict that the recommended instructional strategies for the implementation of global citizenship education related contents in Social Studies curricular in tertiary institutions in Ebonyi State are relatively appropriate. The grand mean scores of 2.67 illustrated that lecturers and students are conversant with the recommended instructional strategies for the implementation of global citizenship education related contents in Social Studies curricular in tertiary institutions in Ebonyi State, hence, it was strongly accepted.

**Table 3 shows the Mean Responses of Lecturers and Students on the Extent the Recommended Instructional Strategies for the Implementation of Global Citizenship Education Contents are being Utilized in Social Studies Curricular in Tertiary Institutions in Ebonyi State.**

S/N	Item Statements	N	Mean	SD	Decision
29	Brainstorming technique	120	2.40	0.85	Reject
30	Group discussion	120	2.50	0.87	Accept
31	Role Modeling	120	2.50	0.89	Accept
32	Simulations	120	2.55	0.87	Accept
33	Storytelling	120	2.54	0.71	Accept
34	Computer Assisted Instruction	120	2.50	0.88	Accept
35	Use of debate	120	2.47	0.56	Reject
36	Use of miming	120	2.33	0.49	Reject
37	Resource persons	120	2.65	0.65	Accept
38	Role play	120	2.75	0.78	Accept
39	Work Cards	120	3.25	0.71	Accept
40	Game simulation	120	3.20	0.72	Accept
41	Concept Mapping	120	3.10	0.77	Accept
	<b>Grand Mean</b>		<b>2.67</b>		<b>Accept</b>

The mean scores of all the items except items 29, 35 and 36, shown in table 3 above depict that the recommended instructional strategies for the implementation of global citizenship education related contents in Social Studies curricular in tertiary institutions in Ebonyi State are being utilized to a high extent. The grand mean scores of 2.67 illustrated that lecturers and students utilize the recommended instructional strategies for the implementation of global citizenship education related contents in Social Studies curricular in tertiary institutions in Ebonyi State, hence, it was accepted.

**Table 4 shows the Mean Responses of Lecturers and Students on the Factors Impeding the Effective Implementation of Global Citizenship Education Related Contents in Social Studies Curricular in Tertiary Institutions in Ebonyi State.**

S/N	Item Statements	N	Mean	SD	Decision
42	Insecure learning environment	120	2.51	0.82	Accept
43	Excessive admission of students	120	2.53	0.57	Accept
44	Inadequate instructional facilities	120	2.50	0.53	Accept
45	Incessant industrial actions	120	2.75	0.61	Accept
46	Internal tertiary institution crises	120	2.80	0.77	Accept
47	Lack of quality assurance	120	2.99	0.80	Accept
48	Lack of rewards for students	120	3.12	0.79	Accept
49	Low interest in global citizenship education	120	2.85	0.86	Accept
50	None promotion of lecturers	120	3.09	0.83	Accept



51	Poor remuneration of lecturers	120	2.70	0.62	Accept
52	Recruitment of unqualified personnel	120	1.81	1.04	Reject
53	Undemocratic teaching strategies	120	2.60	0.84	Accept
54	White collar crime	120	2.94	0.76	Accept
	<b>Grand Mean</b>		<b>2.71</b>		<b>Accept</b>

The mean scores of all the items presented in table 4 above except item 52 indicated the factors impeding the effective implementation of global citizenship education related contents in Social Studies curricular in tertiary institutions in Ebonyi State. The grand mean scores of 2.71 illustrated that the factors impeding the effective implementation of global citizenship education related contents in Social Studies curricular in tertiary institutions in Ebonyi State were strongly felt, and was therefore accepted.

*Table 5 shows the summary of t-test analysis on the mean responses of lecturers and students on the recommended instructional strategies for the implementation of global citizenship education related contents in Social Studies curricular in tertiary institutions in Ebonyi State.,  $p < 0.05$ .*

Status	N	Mean	SD	T	Df	Sig (p-value)	Decision
Lecturers	16	2.56	0.42	-1.507	118	.135	Accept
Students	104	2.68	0.27				

The analysis on table 5 above depicted that the t-cal -1.51 is significant at 0.14 which is greater than the 0.05 level of significance. Therefore, null hypothesis was accepted. Thus, there was no significant difference in the mean responses of lecturers and students on the recommended instructional strategies for the implementation of global citizenship education related contents in Social Studies curricular in tertiary institutions in Ebonyi State. This portrays that both lecturers and student had similar responses on the recommended instructional strategies for the implementation of global citizenship education related contents in Social Studies curricular in tertiary institutions in Ebonyi State.

### Discussion of Findings

The study found that global citizenship education related contents are relatively covered in Social Studies curricular in tertiary institutions in Ebonyi State, and that these contents are instrumental for the development of Social Studies tertiary institution students as global

citizens who can live and interact on a global scale. In agreement with the above findings, Mhlauli (2019) noted that through global citizenship education, nations and citizens of the world will cooperate to solve problems of international and global magnitude, including issues bothering on education, climate change, global warming, globalization, citizenship and global awareness.

The study also found that the recommended instructional strategies for the implementation of GCE related contents are relatively covered in Social Studies curricular in tertiary institutions in Ebonyi State. Some of these recommended instructional strategies were identified to include group discussion, simulations, computer assisted instruction, use of debate, storytelling, use of resource persons, role play, and concept mapping. In line with the above findings, Adu and Olowu (2022) found that students are best engaged in global events through the use of effective and transformational instructional strategies like virtual reality, individualized instruction, and computer assisted instruction. Similarly, Ojokheta and Omokhabi (2020) identified whole-school approach, which emphasizes fostering a school-wide commitment to global citizenship, and cross-curricular integration approach, which focuses on incorporating GCE topics into subjects like Social Studies and Civic Education as the instructional strategies for the implementation of GCE.

The study also found that the factors impeding the effective implementation of global citizenship education related contents include insecure learning environment, excessive admission of students, inadequate instructional facilities, incessant industrial actions, internal tertiary institution crises, lack of quality assurance, among others. In line with the findings above, Allen (2020) reported that lecturers and students are faced with issues of insecure environment, excessive admission of students, including inadequate knowledge of global citizenship education related contents. The study also found that procurement of state-of-the-art facilities, adequate power supply in tertiary institutions, adequate remuneration of lecturers, provision of free medical services for lecturers, recruitment of professionally trained lecturers, among others, are the possible solutions to the factors impeding the effective implementation of GCE in Nigerian tertiary institutions. In support of the above findings, the UNFCC (2015) found that timely and accurate communication of information, personnel training, global citizenship awareness and transparency, are the necessary tools for enhancing the implementation of GCE.



## **Conclusion**

This research work assessed global citizenship education instructional strategies in Social Studies curricular in tertiary institutions in Ebonyi State. Based on the findings of the study, therefore, the researchers concluded that global citizenship education can be well implemented in Nigerian tertiary institutions only if relevant and innovative instructional strategies such as virtual learning, simulations, computer assisted instruction, augmented reality, peer tutoring, and discussion method are deployed by Social Studies lecturers.

## **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Social Studies lecturers should be encouraged to attend seminars, workshops and conferences where issues of global citizenship education and its rightful and current instructional strategies are discussed.
2. Tertiary institutions in Nigeria should partner with international organizations and agencies to further encourage the migration of students through scholarships to other parts of the world in order to widen their global awareness and perspectives through inter-cultural education and exchanges.
3. More works should be written in other areas of study to further elaborate on the significance of global citizenship education related contents and the need for adopting suitably recommended instructional strategies for its implementation in Nigerian tertiary institutions.

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