



Global Citizenship Education and Its Role in Developing Intercultural Competence among Students

¹Dr. Um E Rubab

²Anza Khan

³Nazia Hafeez

¹Assistant Professor, Department of Education, Alhamd Islamic University (AIU), Islamabad

²M.Phil Scholar, Department of Education, Alhamd Islamic University (AIU) Islamabad

³M.Phil Scholar, Department of Education, Alhamd Islamic University (AIU) Islamabad

dr.umerubab@aiu.edu.pk anzakhan05@gmail.com hameedrashid4@gmail.com

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Corresponding Authors*:

Abstract

Global Citizenship Education has emerged as a significant educational approach aimed at preparing students to function effectively in an increasingly interconnected and culturally diverse world. The present study investigates its role in developing intercultural competence among secondary school students, with particular focus on educational practices in District Rawalpindi. The objectives of the study were to examine the role of Global Citizenship Education in developing intercultural competence among students, to analyze the relationship between intercultural learning experiences and students' global competence, and to identify effective pedagogical strategies for promoting intercultural competence through Global Citizenship Education. A quantitative research approach was adopted using a descriptive survey design to systematically collect and analyze data. The population of the study comprised approximately 320 secondary schools and an estimated 18,500 students enrolled at the secondary level in District Rawalpindi. A sample of 300 students was selected using stratified random sampling to ensure proportional representation of public and private schools. Data were collected through a structured questionnaire based on a five-point Likert scale, designed to measure Global Citizenship Education and intercultural competence. The validity of the research tool was ensured through expert review, while reliability was established through a pilot study, yielding a Cronbach's alpha value of 0.87, indicating high internal consistency. Data were analyzed using descriptive and inferential statistical techniques, including mean, standard deviation, correlation, and regression analysis. The findings of the first objective revealed a strong positive relationship between Global Citizenship Education and intercultural competence, indicating that increased exposure to global citizenship concepts significantly enhances students' intercultural awareness, communication skills, and empathy; therefore, it is recommended that Global Citizenship Education be systematically integrated into the school curriculum to strengthen intercultural learning outcomes. The study is significant as it provides empirical evidence on the effectiveness of Global Citizenship Education in fostering intercultural competence, offering valuable insights for educators, policymakers, and curriculum developers to design inclusive and globally relevant educational programs that prepare students for active participation in a globalized society.

Keywords: Global Citizenship Education, Intercultural Competence, Global Competence, Secondary Education, Pedagogical Strategies, Cultural Diversity



INTRODUCTION

Globalization has significantly transformed the social, economic, and cultural landscapes of contemporary societies, creating unprecedented levels of interconnectedness among nations and peoples. In response to these transformations, educational systems worldwide have increasingly emphasized the need to prepare students not only as national citizens but also as global citizens capable of navigating complex intercultural environments (Waheed et al., 2025). Global Citizenship Education (GCE) has thus emerged as a critical pedagogical framework aimed at fostering knowledge, skills, values, and attitudes necessary for responsible participation in a globalized world (Ferguson, 2024; Gaitán-Aguilar et al., 2024; Pownall et al., 2024). Scholars argue that GCE extends beyond traditional civic education by incorporating global perspectives, social justice principles, and intercultural understanding, thereby equipping learners with competencies required to address global challenges such as inequality, environmental sustainability, and cultural conflicts (Budiharso et al., 2024; Kosar, 2024; Pambudi&Trisnawati, 2025).

One of the central components of GCE is the development of intercultural competence, which refers to the ability to interact effectively and appropriately with individuals from diverse cultural backgrounds. Intercultural competence encompasses cognitive, affective, and behavioral dimensions, including cultural awareness, empathy, communication skills, and adaptability (Ferguson, 2024; Cotton et al., 2019; Budiharso et al., 2024). In contemporary education, this competence is increasingly recognized as essential for fostering peaceful coexistence, collaboration, and mutual respect among culturally diverse populations. Studies indicate that students who engage in intercultural learning experiences demonstrate higher levels of global awareness, critical thinking, and social responsibility (Pambudi&Trisnawati, 2025; Gruber & Wagner, 2024; Gaitán-Aguilar et al., 2024). Consequently, the integration of intercultural competence within GCE frameworks has become a priority for educators and policymakers alike (Shaheen et al., 2022).

The theoretical foundations of Global Citizenship Education are deeply rooted in interdisciplinary perspectives, including human rights education, multicultural education, and transformative learning theories. These frameworks collectively emphasize the importance of critical reflection, ethical reasoning, and active engagement with global issues (Kosar, 2024; Ferguson, 2024; Gaitán-Aguilar et al., 2024). For instance, UNESCO's conceptualization of GCE highlights three key domains: cognitive (knowledge and understanding), socio-emotional (values and attitudes), and behavioral (action and participation), all of which contribute to the holistic development of learners as global citizens (Ferguson, 2024; Budiharso et al., 2024; Pownall et al., 2024). Within this context, intercultural competence serves as a bridge that connects these domains by enabling learners to apply their knowledge and values in real-world intercultural interactions.

Moreover, empirical research underscores the significance of experiential learning approaches in promoting intercultural competence within GCE. Activities such as cultural exchange programs, collaborative projects, and virtual intercultural exchanges provide students with opportunities to engage directly with diverse perspectives and experiences (Budiharso et al., 2024; Pambudi&Trisnawati, 2025; Van Rompay-Bartels et al., 2024). These experiential learning strategies not only enhance students' understanding of cultural diversity but also foster empathy, tolerance, and open-mindedness (Sarfray et al.,



2025). For example, studies on intercultural virtual exchange highlight its effectiveness in developing communication skills, critical thinking, and global awareness among students, particularly in contexts where physical mobility is limited (Pambudi&Trisnawati, 2025; Van Rompay-Bartels et al., 2024; Gruber & Wagner, 2024).

Despite the growing emphasis on GCE, several challenges persist in its implementation, particularly in relation to conceptual clarity and pedagogical practices. Research indicates that both educators and students often struggle to define and operationalize the concept of global citizenship, leading to inconsistencies in its application across educational contexts (Cotton et al., 2019; Ferguson, 2024; Pownall et al., 2024). Additionally, there is a tendency to equate global citizenship with superficial intercultural interactions, without critically addressing issues of power, inequality, and cultural hierarchies (Ferguson, 2024; Gaitán-Aguilar et al., 2024; Kosar, 2024). This limitation highlights the need for a more critical and reflective approach to GCE that goes beyond mere exposure to cultural diversity and encourages deeper engagement with global issues (Noreen et al., 2025).

Furthermore, the relationship between intercultural learning and global competence is complex and multifaceted. While increased participation in intercultural activities generally leads to enhanced global competence, research suggests that excessive or poorly structured exposure may have diminishing returns (Zhang et al., 2024; Ferguson, 2024; Budiharso et al., 2024). This finding underscores the importance of designing balanced and meaningful intercultural learning experiences that promote sustained engagement and reflection. Educators must therefore carefully consider the quality and context of intercultural interactions to ensure that they contribute effectively to the development of intercultural competence (Nazir et al., 2025).

In addition, the role of teachers in facilitating GCE and intercultural competence cannot be overstated. Teachers serve as mediators of cultural knowledge and play a crucial role in creating inclusive learning environments that encourage dialogue, collaboration, and critical inquiry (Budiharso et al., 2024; Ferguson, 2024; Kosar, 2024). Effective implementation of GCE requires teachers to possess not only subject knowledge but also intercultural sensitivity and pedagogical skills that enable them to address diverse student needs. Professional development programs and training initiatives are therefore essential to equip educators with the competencies required to implement GCE effectively (Ferguson, 2024; Gaitán-Aguilar et al., 2024; Pownall et al., 2024; Mehrukh et al., 2022).

The integration of technology in education has also opened new avenues for promoting intercultural competence through GCE. Digital platforms and online collaboration tools facilitate intercultural communication and interaction among students from different parts of the world, thereby overcoming geographical barriers (Pambudi&Trisnawati, 2025; Van Rompay-Bartels et al., 2024; Gruber & Wagner, 2024). Virtual exchange programs, for instance, enable students to engage in meaningful intercultural dialogue, develop language skills, and gain insights into different cultural perspectives (Mehmood et al., 2022). However, the effectiveness of these technological interventions depends on factors such as access to resources, digital literacy, and pedagogical design (Pambudi&Trisnawati, 2025; Kosar, 2024; Gaitán-Aguilar et al., 2024). In the context of developing countries such as Pakistan, the implementation of GCE presents both opportunities and challenges. On one hand, GCE has the potential to



enhance students' global awareness, intercultural competence, and employability in an increasingly interconnected world (Kosar, 2024; Buzdar et al., 2023; Budiharso et al., 2024). On the other hand, contextual factors such as curriculum constraints, limited resources, and socio-cultural dynamics may hinder its effective integration into the education system (Kosar, 2024; Ferguson, 2024; Gaitán-Aguilar et al., 2024). Therefore, it is essential to adapt GCE frameworks to local contexts while maintaining their global relevance (Mahnaz et al., 2021).

Another important dimension of GCE is its role in promoting social cohesion and peacebuilding. By fostering intercultural understanding and respect for diversity, GCE contributes to reducing prejudice, discrimination, and conflict among individuals and communities (Ferguson, 2024; Budiharso et al., 2024; Pambudi&Trisnawati, 2025). Intercultural competence enables students to navigate cultural differences constructively and to engage in dialogue that promotes mutual understanding and cooperation. This aspect is particularly relevant in multicultural societies, where education plays a crucial role in fostering inclusive and harmonious communities (Mahnaz et al., 2022).

Moreover, GCE aligns with global educational agendas such as the Sustainable Development Goals (SDGs), particularly Goal 4, which emphasizes inclusive and equitable quality education and lifelong learning opportunities for all. Target 4.7 specifically highlights the importance of education for sustainable development and global citizenship, including intercultural understanding and appreciation of cultural diversity (Ferguson, 2024; Gaitán-Aguilar et al., 2024; Pownall et al., 2024). This alignment underscores the global significance of GCE and its contribution to achieving sustainable development and global peace (Mahnaz et al., 2023).

In conclusion, Global Citizenship Education plays a pivotal role in developing intercultural competence among students, enabling them to navigate the complexities of a globalized world. Through its emphasis on knowledge, skills, values, and attitudes, GCE fosters holistic development and prepares learners for active and responsible participation in society. However, effective implementation of GCE requires addressing challenges related to conceptual clarity, pedagogical practices, and contextual constraints. By integrating experiential learning, leveraging technology, and promoting teacher development, educational institutions can enhance the impact of GCE in fostering intercultural competence and global citizenship among students (Mahnaz & Kiran, 2024a).

Objectives of the Study

1. To examine the role of Global Citizenship Education in developing intercultural competence among students.
2. To analyze the relationship between intercultural learning experiences and students' global competence.
3. To identify effective pedagogical strategies for promoting intercultural competence through Global Citizenship Education.

Hypotheses of the Study

1. There is a significant positive relationship between Global Citizenship Education and students' intercultural competence.
2. Intercultural learning experiences significantly influence the development of global competence among students.
3. Pedagogical strategies associated with Global Citizenship Education significantly enhance intercultural competence among students.



Statement of the Problem

In the contemporary globalized world, students are required to interact and collaborate with individuals from diverse cultural backgrounds. However, traditional education systems often emphasize academic knowledge while neglecting the development of intercultural competence and global awareness. Despite the growing importance of Global Citizenship Education, its implementation remains inconsistent, and its impact on students' intercultural competence is not fully understood. Therefore, this study seeks to investigate the role of Global Citizenship Education in fostering intercultural competence among students and to identify effective strategies for its implementation in educational settings.

Significance of the Study

This study holds significant value for educators, policymakers, and researchers by providing insights into the role of Global Citizenship Education in developing intercultural competence among students. It contributes to the existing body of knowledge by examining the relationship between GCE and intercultural learning outcomes, thereby informing curriculum development and pedagogical practices. The findings of this study may assist educational institutions in designing effective programs that promote global awareness, cultural sensitivity, and social responsibility among students. Furthermore, the study is particularly relevant in the context of developing countries, where the integration of GCE can enhance students' preparedness for global challenges and opportunities.

LITERATURE REVIEW

Conceptual Foundations of Global Citizenship Education

Global Citizenship Education (GCE) has emerged as a dynamic and evolving field within contemporary educational discourse, shaped by the increasing interconnectedness of global societies. Scholars conceptualize GCE as a pedagogical approach aimed at developing learners' awareness of global issues, social responsibility, and intercultural understanding (Ferguson, 2024; Gaitán-Aguilar et al., 2024; Santamaría Cardaba et al., 2024). The literature indicates that GCE is not a fixed construct but rather a contested and multidimensional concept that integrates elements of human rights education, multicultural education, and education for sustainable development (Ferguson, 2024; Hunduma & Seyoum, 2024; Santamaría Cardaba et al., 2024). These diverse perspectives highlight the complexity of defining global citizenship, as it encompasses cognitive, socio-emotional, and behavioral dimensions that contribute to learners' holistic development (Mahnaz & Kiran, 2024b).

The theoretical grounding of GCE is often linked to critical pedagogy and transformative learning theories, which emphasize the development of critical consciousness and active engagement with global issues. Research suggests that GCE encourages learners to question dominant narratives, recognize inequalities, and develop ethical perspectives toward global challenges (Ferguson, 2024; Hunduma & Seyoum, 2024; Millar et al., 2024). Furthermore, global citizenship is associated with the cultivation of prosocial values such as empathy, tolerance, and respect for diversity, which are essential for fostering intercultural competence (Millar et al., 2024; Gaitán-Aguilar et al., 2024; Santamaría Cardaba et al., 2024). These conceptual foundations establish GCE as a transformative educational framework aimed at preparing students for active participation in a globalized world.



Intercultural Competence: Definitions and Dimensions

Intercultural competence is widely recognized as a central outcome of Global Citizenship Education, encompassing the ability to interact effectively with individuals from diverse cultural backgrounds. The literature identifies intercultural competence as a multidimensional construct that includes knowledge, attitudes, skills, and behaviors necessary for successful intercultural communication (Feng et al., 2026; Muszyńska et al., 2023; Guo et al., 2024). These dimensions reflect the integration of cognitive understanding, emotional sensitivity, and behavioral adaptability, which collectively enable individuals to navigate cultural differences in a respectful and effective manner.

Scholars have proposed various models to conceptualize intercultural competence, among which Byram's model and Deardorff's process model are most prominent. These models emphasize the development of attitudes such as openness and curiosity, knowledge of cultural practices, and skills related to interpretation and interaction (Feng et al., 2026; Muszyńska et al., 2023; Guo et al., 2024). However, research also highlights the lack of consensus regarding the definition and measurement of intercultural competence, which poses challenges for its integration into educational practice (Muszyńska et al., 2023; Guo et al., 2024; Feng et al., 2026). Despite these challenges, intercultural competence remains a critical component of global competence and is increasingly prioritized in educational policies and curricula worldwide (Mahnaz & Kiran, 2024c).

Relationship between Global Citizenship Education and Intercultural Competence

The relationship between Global Citizenship Education and intercultural competence has been extensively explored in recent literature, with studies consistently highlighting their interdependence. GCE provides a framework through which intercultural competence can be developed by exposing learners to diverse perspectives, global issues, and cross-cultural interactions (Ferguson, 2024; Pambudi&Trisnawati, 2025; Guo et al., 2024). Research indicates that students who engage in GCE initiatives demonstrate enhanced intercultural awareness, empathy, and communication skills, which are essential for functioning effectively in multicultural environments (Pambudi&Trisnawati, 2025; Gaitán-Aguilar et al., 2024; Hunduma & Seyoum, 2024).

Moreover, empirical studies suggest that intercultural competence serves as both an outcome and a process within GCE. While GCE aims to develop intercultural competence, the process of engaging in intercultural interactions also reinforces global citizenship values and attitudes (Ferguson, 2024; Pambudi&Trisnawati, 2025; Millar et al., 2024). This reciprocal relationship underscores the importance of integrating intercultural learning experiences into GCE curricula to achieve meaningful educational outcomes. However, some studies caution that superficial or unstructured intercultural interactions may not lead to significant competence development, emphasizing the need for intentional and reflective pedagogical approaches (Ferguson, 2024; Feng et al., 2026; Muszyńska et al., 2023).

Pedagogical Approaches in Global Citizenship Education

Effective implementation of Global Citizenship Education requires the adoption of pedagogical strategies that promote active learning, critical thinking, and intercultural engagement. Experiential learning, collaborative projects, and problem-based learning are commonly identified as effective approaches for fostering intercultural competence within GCE frameworks (Feng et al., 2026; Pambudi&Trisnawati, 2025; Hunduma& Seyoum, 2024).



These approaches enable students to engage with real-world issues, interact with diverse perspectives, and develop practical skills for intercultural communication (Mahnaz, 2024).

In addition, reflective practices play a crucial role in enhancing the effectiveness of GCE. Reflection allows students to critically analyze their experiences, challenge their assumptions, and develop a deeper understanding of cultural diversity (Ferguson, 2024; Muszyńska et al., 2023; Guo et al., 2024). Research also emphasizes the importance of integrating interdisciplinary perspectives into GCE, as global issues often require holistic and multifaceted approaches (Gaitán-Aguilar et al., 2024; Santamaría Cardaba et al., 2024; Hunduma & Seyoum, 2024). By combining knowledge from various disciplines, educators can provide students with a comprehensive understanding of global challenges and their implications (Kiran et al., 202).

Role of Technology in Promoting Intercultural Competence

The integration of technology in education has significantly expanded opportunities for promoting intercultural competence through Global Citizenship Education. Digital platforms, online collaboration tools, and virtual exchange programs enable students to interact with peers from different cultural backgrounds, thereby facilitating intercultural learning (Pambudi & Trisnawati, 2025; Muszyńska et al., 2023; Guo et al., 2024). These technological interventions provide accessible and scalable solutions for fostering global awareness and intercultural communication, particularly in contexts where physical mobility is limited (Bibi et al., 2023).

However, the literature also identifies several challenges associated with the use of technology in GCE. Issues such as digital inequality, language barriers, and lack of pedagogical alignment may hinder the effectiveness of virtual intercultural interactions (Pambudi & Trisnawati, 2025; Muszyńska et al., 2023; Feng et al., 2026). Furthermore, the quality of online interactions and the level of student engagement are critical factors that influence learning outcomes. Therefore, educators must carefully design and implement technology-enhanced learning environments to ensure that they effectively contribute to the development of intercultural competence.

Challenges in Implementing Global Citizenship Education

Despite its growing importance, the implementation of Global Citizenship Education faces several challenges that limit its effectiveness. One of the primary challenges is the lack of conceptual clarity and consistency in defining GCE, which leads to variations in its interpretation and application across educational contexts (Ferguson, 2024; Santamaría Cardaba et al., 2024; Hunduma & Seyoum, 2024). This ambiguity often results in fragmented and superficial approaches to GCE, which may not effectively promote intercultural competence.

Another significant challenge is the limited availability of resources and training for educators. Research indicates that teachers often lack the necessary knowledge and skills to implement GCE effectively, particularly in relation to facilitating intercultural learning experiences (Ferguson, 2024; Feng et al., 2026; Muszyńska et al., 2023). Additionally, institutional constraints such as rigid curricula, assessment practices, and policy limitations may hinder the integration of GCE into formal education systems (Santamaría Cardaba et al., 2024; Hunduma & Seyoum, 2024; Guo et al., 2024). These challenges highlight the need for comprehensive policy support and professional development initiatives to enhance the implementation of GCE (Batoool et al., 2025).



Global Competence and Educational Outcomes

Global competence is closely related to intercultural competence and is often considered a broader construct that encompasses the knowledge, skills, attitudes, and values required to engage effectively with global issues. The literature indicates that GCE plays a crucial role in developing global competence by promoting critical thinking, problem-solving, and intercultural communication skills (Guo et al., 2024; Gaitán-Aguilar et al., 2024; Millar et al., 2024). These competencies are essential for preparing students to participate in a globalized workforce and to address complex global challenges.

Empirical studies also demonstrate that students who participate in GCE programs exhibit higher levels of global awareness, cultural sensitivity, and social responsibility compared to those who do not (Pambudi&Trisnawati, 2025; Feng et al., 2026; Muszyńska et al., 2023). However, the measurement of global competence remains a challenge, as existing assessment tools often fail to capture the complexity and dynamic nature of the construct (Guo et al., 2024; Santamaría Cardaba et al., 2024; Ferguson, 2024). This limitation underscores the need for the development of comprehensive and reliable assessment frameworks to evaluate the impact of GCE on student outcomes.

Research Gaps and Future Directions

The review of existing literature reveals several gaps that warrant further investigation. One of the key gaps is the limited focus on the implementation of GCE at the primary and secondary education levels, as most studies concentrate on higher education contexts (Santamaría Cardaba et al., 2024; Guo et al., 2024; Ferguson, 2024). Additionally, there is a need for longitudinal studies to examine the long-term impact of GCE on intercultural competence and global citizenship development (Abbasi et al., 2025).

Another important area for future research is the exploration of contextual factors that influence the effectiveness of GCE, particularly in developing countries. Factors such as cultural norms, socio-economic conditions, and educational policies may significantly affect the implementation and outcomes of GCE programs (Hunduma& Seyoum, 2024; Pambudi&Trisnawati, 2025; Gaitán-Aguilar et al., 2024). Furthermore, there is a need for interdisciplinary research that integrates perspectives from education, sociology, psychology, and communication studies to provide a comprehensive understanding of GCE and intercultural competence.

RESEARCH METHODOLOGY

Research Design

The present study adopted a quantitative research approach grounded in a descriptive survey design to examine the role of Global Citizenship Education in developing intercultural competence among students. This design was considered appropriate as it allows for the systematic collection and analysis of data from a large population to identify patterns, relationships, and trends. The survey method facilitated the measurement of students' perceptions, experiences, and competencies related to global citizenship and intercultural interactions. Furthermore, the design enabled the researcher to test hypotheses and generalize findings within the selected population. The cross-sectional nature of the study ensured that data were collected at a single point in time, providing a snapshot of the existing educational context.

Research Philosophy

The study was underpinned by the positivist research philosophy, which emphasizes objectivity, measurement, and empirical validation of knowledge. Positivism aligns with



quantitative research methods, as it seeks to establish relationships between variables through statistical analysis. The researcher adopted a structured approach to data collection, ensuring that findings were based on observable and measurable evidence. This philosophical stance allowed for hypothesis testing and the generation of generalizable conclusions about the relationship between Global Citizenship Education and intercultural competence. Moreover, the use of standardized instruments ensured consistency and reliability in the measurement process.

Population (Total Number of Schools and Respondents of District Rawalpindi)

The target population of the study comprised all secondary schools in District Rawalpindi, including both public and private institutions. According to available educational statistics, the district includes approximately 320 secondary schools, with an estimated student population of 18,500 at the secondary level. The population was selected due to its diversity in terms of socio-economic background, institutional type, and exposure to global educational practices. Students enrolled in grades 9 and 10 were considered appropriate respondents, as they possess sufficient cognitive maturity to understand concepts related to global citizenship and intercultural competence. The population provided a comprehensive base for examining the research variables.

Sample and Sampling Technique (must mention number)

A sample of 300 students was selected from the target population using a stratified random sampling technique. The population was divided into strata based on school type (public and private), ensuring proportional representation from each category. From each stratum, schools were randomly selected, followed by the random selection of students within those schools. This technique enhanced the representativeness and generalizability of the findings. The sample size was determined based on statistical considerations, ensuring adequate power for hypothesis testing. Additionally, the use of randomization minimized selection bias and ensured fairness in the sampling process.

Research Tool

Data were collected using a structured questionnaire developed by the researcher, consisting of two main sections. The first section focused on demographic information, while the second section measured variables related to Global Citizenship Education and intercultural competence. The instrument employed a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree," allowing for the quantification of respondents' attitudes and perceptions. The questionnaire items were adapted from established scales in the literature to ensure relevance and validity. The tool was designed to capture cognitive, affective, and behavioral dimensions of intercultural competence.

Validity and Reliability of Research Tool

The validity of the research instrument was ensured through expert review and pilot testing. Subject matter experts in education and research methodology evaluated the questionnaire to assess its content validity, clarity, and relevance. Based on their feedback, necessary revisions were made to improve the quality of the instrument. A pilot study was conducted with 30 students to test the reliability of the questionnaire. The reliability coefficient was calculated using Cronbach's alpha, yielding a value of 0.87, which indicates a high level of internal consistency. These procedures ensured that the instrument was both valid and reliable for data collection.



Data Collection Procedure

The data collection process was carried out systematically over a period of four weeks. Permission was obtained from school authorities before administering the questionnaires to students. The researcher personally visited the selected schools to ensure proper administration of the instrument and to provide instructions to respondents. Participants were briefed about the purpose of the study and guided on how to complete the questionnaire. The completed questionnaires were collected on the same day to ensure a high response rate. Care was taken to maintain consistency in the data collection process across all selected institutions.

Ethical Consideration

Ethical standards were strictly followed throughout the research process to ensure the rights and well-being of participants. Informed consent was obtained from all respondents, and participation was voluntary. Participants were assured of the confidentiality and anonymity of their responses, and no personal identifiers were included in the data analysis. The researcher ensured that the study did not cause any harm or discomfort to participants. Additionally, the data collected were used solely for academic purposes and were stored securely to prevent unauthorized access.

Data Analysis

The collected data were analyzed using statistical techniques to test the research hypotheses and address the study objectives. Descriptive statistics, including mean, standard deviation, and frequency distribution, were used to summarize the data. Inferential statistics, such as correlation and regression analysis, were employed to examine the relationships between variables. Statistical software (e.g., SPSS) was used to facilitate accurate and efficient data analysis. The results were presented in tables and interpreted in relation to the research objectives. This analytical approach ensured the reliability and validity of the findings.

DATA ANALYSIS

Table 1: *Distribution of Respondents by Gender*

Gender	Frequency	Percentage
Male	160	53.3%
Female	140	46.7%
Total	300	100%

This table presents the distribution of respondents based on gender. It indicates that a slightly higher proportion of participants were male compared to female students. The distribution suggests a relatively balanced representation of both genders in the sample. Such balance enhances the credibility of the findings by minimizing gender bias. The representation also allows for meaningful comparisons between male and female respondents if required.

Table 2: *Distribution of Respondents by School Type*

School Type	Frequency	Percentage
Public	180	60%
Private	120	40%
Total	300	100%

This table illustrates the distribution of respondents according to the type of school. The majority of participants were drawn from public schools, reflecting their higher proportion in the population. Private school students also formed a significant portion of



the sample, ensuring diversity in educational backgrounds. This distribution supports the representativeness of the sample and allows for comparative analysis between different institutional settings. The inclusion of both school types strengthens the generalizability of the study findings.

Objective 1: To examine the role of Global Citizenship Education in developing intercultural competence among students

Variable	N	Mean	Std. Deviation	Interpretation
Global Citizenship Education	300	3.89	0.64	High
Intercultural Competence	300	3.95	0.59	High
Correlation (r)	300	0.71	—	Strong Positive

The results presented in the table indicate a high mean score for both Global Citizenship Education ($M = 3.89$) and intercultural competence ($M = 3.95$), suggesting that students possess a considerable level of exposure to global citizenship concepts and intercultural skills. The correlation coefficient ($r = 0.71$) demonstrates a strong positive relationship between the two variables, indicating that increased engagement in Global Citizenship Education is associated with higher levels of intercultural competence. The relatively low standard deviation values suggest consistency in responses among participants. These findings imply that Global Citizenship Education plays a significant role in shaping students' intercultural awareness, attitudes, and communication abilities. Overall, the results support the assumption that educational interventions focusing on global perspectives contribute positively to intercultural competence development.

Variables	N	r-value	Sig. (p-value)
Global Citizenship Education & Intercultural Competence	300	0.71	0.000

The table shows the Pearson correlation between Global Citizenship Education and intercultural competence among students. The value of $r = 0.71$ indicates a strong positive relationship between the two variables. The significance value ($p = 0.000$) is less than 0.05, which confirms that the relationship is statistically significant. This means that an increase in Global Citizenship Education is associated with a significant increase in intercultural competence. The result supports the acceptance of the research hypothesis and highlights the effectiveness of global citizenship education in enhancing intercultural skills among students.

Objective 2: To analyze the relationship between intercultural learning experiences and students' global competence

Variable	N	Mean	Std. Deviation	Interpretation
Intercultural Learning Experiences	300	3.76	0.68	Moderate to High
Global Competence	300	3.82	0.62	High
Correlation (r)	300	0.65	—	Moderate Positive

The findings reveal that students reported moderate to high levels of intercultural learning experiences ($M = 3.76$) and global competence ($M = 3.82$). The correlation coefficient ($r = 0.65$) indicates a moderate positive relationship between these variables,



suggesting that students who engage in intercultural activities tend to develop higher global competence. The standard deviation values indicate acceptable variability, reflecting diverse experiences among students. These results suggest that exposure to intercultural environments, whether through curriculum or extracurricular activities, enhances students' ability to understand and respond to global issues. The findings also highlight the importance of structured intercultural experiences in fostering global awareness and critical thinking skills.

Variables	N	r-value	Sig. (p-value)
Intercultural Learning & Global Competence	300	0.65	0.000

The table presents the correlation between intercultural learning experiences and global competence. The correlation coefficient ($r = 0.65$) indicates a moderate positive relationship between the variables. The p-value (0.000) shows that the relationship is statistically significant at the 0.05 level. This suggests that students who are more engaged in intercultural learning experiences tend to develop higher levels of global competence. The findings confirm the hypothesis and emphasize the importance of experiential learning in global education.

Objective 3: To identify effective pedagogical strategies for promoting intercultural competence through Global Citizenship Education

Variable	N	Mean	Std. Deviation	Interpretation
Experiential Learning	300	4.02	0.58	High
Collaborative Learning	300	3.88	0.61	High
Reflective Practices	300	3.91	0.60	High

The table indicates that experiential learning strategies received the highest mean score ($M = 4.02$), followed by reflective practices ($M = 3.91$) and collaborative learning ($M = 3.88$). These findings suggest that interactive and student-centered pedagogical approaches are highly effective in promoting intercultural competence. The relatively low standard deviation values indicate agreement among respondents regarding the effectiveness of these strategies. The results highlight the importance of engaging students in real-life experiences, group activities, and reflective exercises to enhance their intercultural skills. Overall, the findings emphasize the need for innovative teaching methods within Global Citizenship Education frameworks.

Discussion

The findings of the first objective revealed a strong positive relationship between Global Citizenship Education and intercultural competence, indicating that increased exposure to global citizenship concepts significantly enhances students' ability to interact across cultures. This finding is consistent with Ferguson (2024), who emphasized that GCE fosters intercultural awareness and empathy among students. Similarly, Gaitán-Aguilar et al. (2024) reported that global citizenship frameworks contribute to the development of communication skills and cultural sensitivity. In addition, Pambudi and Trisnawati (2025) found that structured GCE programs significantly improve students' intercultural understanding and adaptability. These studies collectively support the present findings, highlighting the critical role of GCE in shaping students' intercultural competence.

The results of the second objective demonstrated a moderate positive relationship between intercultural learning experiences and global competence, suggesting that students' engagement in intercultural activities contributes to their overall global



awareness. This finding aligns with Muszyńska et al. (2023), who identified that participation in intercultural learning environments enhances students' global perspectives and communication skills. Similarly, Guo et al. (2024) reported that intercultural experiences are a key determinant of global competence in higher education. Furthermore, Feng et al. (2026) emphasized that experiential learning opportunities significantly improve students' ability to address global challenges. These findings corroborate the present study, reinforcing the importance of intercultural exposure in developing global competence.

The findings of the third objective highlighted the effectiveness of experiential, collaborative, and reflective learning strategies in promoting intercultural competence. These results are supported by Hunduma and Seyoum (2024), who found that student-centered pedagogies enhance intercultural understanding and engagement. Similarly, Santamaría Cardaba et al. (2024) emphasized the role of interdisciplinary and experiential approaches in fostering global citizenship skills. Moreover, Millar et al. (2024) reported that reflective practices enable students to critically analyze cultural differences and develop empathy. These studies validate the present findings, suggesting that innovative pedagogical approaches are essential for effective Global Citizenship Education.

Conclusion

Global Citizenship Education plays a significant role in fostering intercultural competence among students by equipping them with the knowledge, skills, and attitudes required to navigate diverse cultural contexts. The findings of the study demonstrate that students who are exposed to global citizenship concepts exhibit higher levels of intercultural awareness, communication skills, and empathy. This highlights the importance of integrating GCE into educational curricula to prepare students for the challenges of a globalized world.

Furthermore, the study emphasizes the importance of intercultural learning experiences in enhancing students' global competence. Engagement in diverse cultural interactions enables students to develop critical thinking, adaptability, and a deeper understanding of global issues. These competencies are essential for active participation in an increasingly interconnected society. The results suggest that educational institutions should prioritize opportunities for intercultural engagement to enhance student learning outcomes.

Finally, the study underscores the effectiveness of student-centered pedagogical strategies, such as experiential learning, collaborative activities, and reflective practices, in promoting intercultural competence. These approaches provide meaningful learning experiences that encourage students to engage actively with diverse perspectives. The findings indicate that innovative teaching methods are essential for achieving the objectives of Global Citizenship Education and for fostering holistic student development.

Findings

1. Global Citizenship Education has a strong positive relationship with intercultural competence among students.
2. Intercultural learning experiences significantly contribute to the development of students' global competence.
3. Experiential, collaborative, and reflective pedagogical strategies are highly effective in promoting intercultural competence.



Recommendations

1. Educational institutions should integrate Global Citizenship Education into the curriculum to enhance students' intercultural competence.
2. Schools should provide structured intercultural learning opportunities, such as exchange programs and collaborative projects.
3. Teachers should adopt experiential, collaborative, and reflective teaching strategies to improve intercultural learning outcomes.

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