

## **Elementary Teachers' Perceptions of Teaching Global Issues in the Context of Lahore Pakistan**

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### **Abstract**

This study aimed at exploring elementary teachers' (geography) perceptions about teaching global issues. In this study we employed random sampling technique and selected 110 public elementary school geography teachers (60 male and 50 female) from Lahore as a sample of this study. For data collection purpose, we developed and self-administered a self-tailored questionnaire, on five-point Likert Scale. We employed descriptive (Mean, SD, frequency, and percentage) as well as inferential (independent sample t-test) statistical techniques using SPSS (Version 24). The results of the study showed that the participant teachers prioritize education and literacy, war, terrorism, conflict, poverty, health issues and human rights issues as the most pressing global issues. The study also revealed that majority of the participant teachers have consensus about multiple effects of global issues. The study also found teachers contradictory perceptions about global issues regarding resolution of global issues and getting worse in future. They also perceived that global issues are mostly caused by human activities as well as by natural process. They identified curriculum, assessment, test, time, lack of resources and school climate as some of the factors hindering teaching global issues. Both male and female teachers' perceptions with reference to their concerns about global issues were not significantly different, but their perceptions about teaching global issues found significantly different. This the study recommends to introduce more issues-based curriculum and education model at elementary level.

### **Keywords:**

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## **Introduction**

The contemporary world is full of global issues which directly and indirectly affect our lives. The child of the current generation is greatly influenced by the global issues. In such situation, schools have a responsibility to prepare students for modern world which are full of issues and teachers have to prepare students for facing and encountering local-global issues as a global citizen (Hicks & Holden, 2007). The education system needs to prepare students for encountering issues in their practical lives. Therefore, issues-based education and teaching of global issues in schools is emphasized by global scholars.

It is the common concern among scholars and educators that schools are not satisfactorily preparing students for their practical lives. It is argued that there is a knowledge gap between the subject matter which is currently taught in the schools and the knowledge and skills that are required in real life (Bourn, 2012). The scholars and educators focus on the need to introduce issue based curriculum which should fit for the 21st century. The issue-based education is considered to be helpful for students in fostering their awareness of global issues and make them strong participants of a global society with ability to try solutions of issues of the modern world (Merrifield & White, 1996).

There is a need to prepare students for the world problems which they are currently facing and are going to face in their practical lives. Therefore, without preparing students for facing and encountering the global issues, schooling cannot be completed (Hicks & Holden, 2007). This is the reason that schools across the world are already integrating global issues in the school curricula over the past decade. Schools across the globe are interested in including themes of global issues such as climate change, peace and security issues, children's right, ecological issues and global poverty in the curriculum (Bourn, 2012).

### **Statement of the Problem**

Despite the fact that issue-based education is gaining popularity across the world, it is still in its infancy in Pakistan. The studies of global issues are insufficient in Pakistan. There is no well-established education for global issues in Pakistan. The role of teachers in issue-based education is important, which has not been explored fully, including to explore that how teachers perceive teaching global issues in the context of Pakistan. Some studies have identified gender as one of the factors affecting teachers' perceptions of global issues. There are studies those found male and female teachers perceiving global issues differently. Male and female teachers perceived different issues as most burning issues and also viewed the impact of global issues differently (Unal, 2008). For

example, Tuncer, Sungur, Tekkaya and Ertepinar (2005) found significant gender differences with regard to perception of environment and environmental issues. Tikka, Kuitunen and Tynys (2000) found female participants having more positive attitudes towards environment and nature than male respondents. As per the results, female participants showed more responsible behaviors toward environment in their daily activities and actions being more concerned about environment. The study also found females showing more concern about health and safety issues and they also showed more concern about effects of pollution.

Likewise, Loughland, Reid, Walker and Petocz (2003) also report the effects of gender differences with regard to their conceptions of environment. For instance the study found females having more “relation” conception towards environment than males and viewed environment more important. According to Alp, Ertepinar, Tekkaya and Yilmaz (2006) female participants had more environmentally sensitive attitudes than male participants. according to Ozden (2008) female pre-service teachers showed higher awareness and responsibility toward environmental issues and problems and more positive attitudes towards the resolutions of environment related issues as compared to male participant teachers.

The reason for exploring teachers’ perceptions of teaching global issues is that there is a very limited number of studies focusing on teachers' perceptions of teaching global issues in a developing country like Pakistan. So, there is a need to explore how teachers perceive global issues and how they perceive teaching of global issues to prepare students for addressing local-global issues in their practical lives.

### **Research Questions**

1. Which core issues do teachers consider as burning global issues?
2. What are teachers’ perceptions of teaching about global issues?
3. What challenges do teachers face in teaching burning global issues?
4. What is the difference between male and female teachers’ perceptions in terms of their concerns of global issues, teaching global issues, and challenges in teaching global issues?

### **Null Hypotheses of the study**

H<sub>0</sub>1: There is no significant difference between the perceptions of male and female Grade 8 geography teachers’ concerns about global issues, teaching of global issues, and challenges in teaching global issues.

### **Literature Review**

### **Teachers Considerations of Global Issues**

The issue-based education is gaining popularity across the world. There are various types of issues which have been classified into different categories. Merryfield and White (1996) identified five categories of global issues such as political, social, cultural, economic, environmental and development related issues. The literature review shows multiple studies exploring the nature of global issues that concern teachers the most. Majority pre-service teachers consider environmental pollution as a serious problem instead of temporary problem (Ozsoy, 2012). Almost 86.9 % pre-service teachers prioritized environmental problems as the most important problems to humanity. The most significant issues include climate change, water scarcity, water pollution, and ozone depletion (Unal, 2008).

According to Sato (2001) global educators emphasized human rights issues, development issues, environment issues, and peace issues. The crux is that environmental issues are the issues that concern teachers the most as burning global issues.

Peace and security issues such as wars, terrorism, and conflicts are the other burning global issues threatening global peace. Most of the teachers consider peace and security issues such as wars, terrorism, and conflicts as pressing global issues. Yamashita (2006) found war, conflict, famine, and disease as the issues most concerning teachers. Some studies have also found that some teachers were reluctant for teaching war and terrorism. For instance, Ersoy (2013) found two of the teachers did not perceive the current wars as a teaching subject and, therefore, didn't excluded the current wars from lessons deliberately. Yamashita (2006) also found that some of the teachers didn't include war and conflict in teaching subjects.

### **Teachers' Perceptions of Teaching Global Issues**

The teaching global issues is gaining popularity and teachers teach various global issues. Educators and teachers teach various global issues. Teaching global issues is important because it is helpful in preparing students to deal with global and local issues and problems in the future. Teaching global issues is helpful in enhancing students' awareness and understanding about the worldwide problems (Watanabe, 2003). For example, educators found teaching child rights and HIV Aids (Asano, 2000; Bay, 2004) human rights issues (Ohashi, 2001), issues in Asian countries such as food problem (Otsu, 2004), the fundamental human rights and world peace (Uozumi, 2000) as important problems. The teachers were found teaching global environmental issues of water scarcity, water pollution, deforestation, urbanization, air pollution, and soil erosion (Unal, 2008) as critical issues.

### **Teachers' Perceived Challenges in Teaching Global Issues**

The educational literature has documented various challenges in teaching global issues. According to Guo (2014), teachers perceived students' closed-mindedness and activities and topics related to people's innate local social prejudices as a potential challenge. Some of the teachers have identified closed-mindedness of parents and students as a challenge for teaching about different issues such as identification of prejudices and class activities about innate social prejudices that people carry without knowing them properly.

Teachers' emphasis on course completion has been considered as a challenge for teaching global issues (Ersoy, 2013). Ersoy (2013) also found that teachers' background, prejudices, and their cultural structure were hindering teachers from teaching war and peace issues. Teachers perceived some issues as political issues and considered that teaching political issues might divide students into various political groups and therefore political issues must not be taught to students.

Yamashita (2006) identified another psychological factor as a challenge in teaching global issues because some of the teachers perceived teaching about war a challenge because they thought teaching about war might scare children. There was another factor, which was hampering some teachers teaching about issues of war. Teachers mentioned the real stories of students when they were trying to teach about war or conflict. For example, a teacher shared that a child in the class was crying while reading a story about war. Another head-teacher shared that a student became upset because of his teacher's racist remarks against him during lecture on issues of war in the class.

Yakovchuk (2004) asked the participants to discuss the criteria for selection of global issues in foreign language teaching and identified seven categories emerging from the participants' responses, which include students' characteristics, background, relevance of the issues to the context, world topicality, availability of teaching materials in educational institutions, teacher's knowledge of issues and practicality for teaching. Kasai (2007) also identified multiple factors posing challenge in teaching global issues. He identified curriculum and teaching, people, resource, event, school climate, and teachers' context as some of the factors affecting teachers teaching of global issues.

### **Gender Perceptions about Global Issues**

Studies have been conducted to determine the effect of gender on perceptions of environment and environmental issues and gender has been identified as one of the variables in shaping perceptions about global issues. Genders' contradictory perceptions also found in terms of teaching global issues. Females participants found having more positive environmental attitudes than male participants (Davidson & Freudenburg, 1996;

Ozsoy, 2012; Tuncer, Ertepinar, Tekkaya, Sungur, 2005). According to Tikka, Kuitunen, and Tynys (2000) females, in their daily actions, demonstrated responsible behaviors toward the environment. In another study, the girls were also found having more "relation" conception towards the environment than males (Loughland, Reid, Walker & Petocz, 2003).

Elementary school female students showed more environmental concern than boy students (Yılmaz, Boone & Andersen, 2004). Female students found showing more awareness about national environmental problems and more inclined and positive for solving environmental problems (Ozden, 2008; Tuncer & Ertepinar, Tekkaya & Sungur, 2005). Likewise, some of the studies found a sharp difference in favor of males. As in the study of Hes-Quimbata and Pavel (1996 revealed that males were more sensitive to the environment and environmental issues (as cited by Yılmaz, Boone & Anderson, 2004). On contrary, some studies found no gender-wise difference regarding environmental issues and attitudes and perceptions about the issues (Eagles & Demare, 1999).

## Research Methodology

### Participants

A descriptive survey design was used to explore teachers' perceptions about global issues. From the 548 geography teachers teaching up to grade 8 in 548 public schools of Lahore, 110 (20%) school teachers were selected as sample of the study. Out of 110 samples total 60 male and 50 female teachers were selected as the participants of the study. The demographic information of the respondents has been given in the Table 1.

Table 1

*Demographic Information about Teachers Teach Geography Subject at Grade VIII*

Variables	Level	F	%
Gender	Male	60	54.5
	Female	50	45.5
Age (years)	19-29	38	34.5
	30-39	44	40.0
	40-49	20	18.2
	50-59	8	7.3
Academic Qualification	B.A	34	30.9
	M.A	69	62.7
	M.PHIL	7	6.4
Professional Qualification	B.Ed.	58	52.7
	M.A. Education	3	2.7
	M.Ed.	47	42.7
	Other Degrees	2	1.8

The table above reflects that male participants were almost 10% more in number than females. With respect to age one fourth of the respondents were below the age of 40. Qualification wise analysis illustrates that 94% of sampled teachers were holding undergraduate educational degrees (16 years of education). Among these 63% were having 16 years of education and 31% with 14 years of education. Maximum number of respondents were holding B.Ed. degrees (53%) followed by M.Ed. degree holders (43%).

### **Measures**

The researchers developed five points Likert scale and used for data collection from participant teachers with regard to teaching about global issue such as (Strongly Agree=5 Agree=4, Neutral=3. Disagree =2. Strongly Disagree=1). The questionnaire was named as Questionnaire for Exploring Global Issues (QEGI). The questionnaire / instrument had two sections. The first section was to collect demographic information of participant and the second section was about their perceptions about the global issues.

Initially, 53 closed-ended questions were developed and the instrument was sent to three experts for seeking their expert opinion. According to experts' feedback 11 items were deleted from the final questionnaire. After incorporating experts' opinion the instrument was pilot tested on 30 teachers, who were excluded from the actual study sample. Internal consistency of the instrument was 0.75 Cronbach's Alpha, which was calculated using SPSS (Version 22). The values of Cronbach's Alpha was 0.75 which is an acceptable rate. The final questionnaire consisted of 42 items.

### **Procedures**

The instrument was administered by the researchers themselves. The researchers personally visited the data collecting sites and interacted with the participants for the completion of questionnaires. All the established ethical considerations were followed while administering the questionnaire. Anonymity and confidentiality was ensured. The social norms of social context of Pakistan were strictly followed during data collection and correspondence with the respondents.

### **Data Analysis**

Data was analyzed using descriptive and inferential statistical techniques through a Statistical Package of Social Sciences (SPSS) Version 22. The descriptive statistics like mean, percentage, standard deviation and frequency were used to describe the data and independent sample t-test was applied to see the difference between male and female teachers' perceptions of global issues.

### **Results**

The data were analysed in light of the research questions of the study. Descriptive statistical techniques were used for exploring participants' perceptions about global issues and independent sample t-test was used to find the difference between teachers' perceptions of teaching global issues.

### **Burning Global Issues**

The participants were asked to enlist five most important issues of the day. The participants enumerated 14 different issues to which they were the most concerned. The data collected for the issues were analysed by frequency, % age, and rank. The detail is given in the table below.

Table 2  
*List of Concerned Contemporary Global Issues*

Sr#	Issues	f	%	Rank
1	Environmental issues such as global warming, pollution, climate change, floods....	38	35	6
2	Terrorism, war and conflict	77	70	2
3	Poverty	56	51	4
4	Resource shortage	31	28	8
5	Human rights	50	45	5
6	Political stability	19	17	10.5
7	Ethnic conflict	15	14	14
8	Cultural transmission	19	17	10.5
9	Education and literacy issues	84	76	1
10	Health issues	69	63	3
11	Population issues	35	32	7
12	Food and hunger	18	16	12
13	Distribution of wealth, food and resources	23	21	9
14	Extinction of species / biodiversity	16	15	13

Table 2 shows that teachers ranked literacy and education issues at first, terrorism, war and conflict at second, health issues at third, poverty at fourth, human rights issues at fifth, environmental issues at sixth, population issues at seventh, shortage of resources at eighth, distribution of resources at ninth, and political/cultural issues at tenth as most pressing global issues. In other word literacy issues, terrorism, war and conflict health issues, poverty, human rights issues, environmental issues, population issues, shortage of resources, distribution of resources and political/cultural issues are top ten global issues that concerned the elementary teachers the most. Likewise, teachers put political stability and cultural transmission on 11<sup>th</sup> rank and food and hunger placed on 12<sup>th</sup> rank. Likewise, extinction of species / biodiversity was placed on 13<sup>th</sup> rank and ethnic conflict got last (14<sup>th</sup>) rank.



### Teachers' perceptions of teaching global issues

Teachers' perceptions were

Table 3  
*Teachers' Perceptions of Teaching Global Issues*

S.No.	Statements	Mean	SD	Rank
1	Education plays important role in solving global issues.	4.43	0.58	1
2	Geography must include knowledge of global issues.	4.24	0.68	3
3	Teaching about global issues is very important.	4.38	0.70	2
4	You should teach about all important global issues.	4.11	0.60	4
5	You should teach how global issues are emerged.	4.00	0.66	7
6	You need to know about teaching global issues.	3.96	0.75	8
7	You need to teach problem solving skills to your students.	4.09	0.64	5
8	You need to develop students' analytical skills of global issues.	4.02	0.57	6

Table 3 illustrates that generally the participants agreed to the statements. Their level of agreement was above average. The mean scores of the variables ranged between 4.43 and 3.96. This range indicates that the teachers perceived teaching global issues as important phenomenon. Maximum mean score of respondents' perception was about the role of education in addressing global issues. It implies that teachers are not only aware of educational role but also they give this first and foremost priority in addressing global issues. Among the variable the least mean score was about "knowing how to teach about global issues", which was also reflective of respondents' agreement to the statement.

Table 4  
*Teachers' Perceptions about Challenges in Teaching Global Issues*

S. No.	Statements	Mean	SD	Rank
1	You feel anxiety discussing global issues.	2.95	1.16	11
2	Teaching about global issues has positive affects on your teaching.	3.63	0.92	2
3	Teaching about global issues has negative affects on your teaching.	3.00	1.12	10
4	Curriculum hinders you teaching global issues.	3.52	1.04	4
5	Assessment and testing hinder your teaching global issues.	3.14	0.90	8
6	Resource constraints affects your teaching global issues.	3.78	0.92	1
7	The overall school culture limits your teaching global issues.	3.50	0.96	6
8	Your subject matter knowledge hinders your teaching global issues.	3.06	1.14	9
9	Your interest level limits your teaching global issues.	3.15	1.10	7
10	Lack of students' interests hinders your teaching global issues.	3.51	0.90	5
11	Time constraint restricts your teaching of global issues.	3.60	1.02	3

The table discovers that the major perceived problem in teaching global issues is the lack of resources in the schools ( $M = 3.78$ ;  $SD = 0.92$ ). The second perceived problem by the teachers was about the shortage of time ( $M = 3.60$ ;  $SD = 1.02$ ) followed by the curriculum ( $M = 3.52$ ;  $SD = 1.04$ ). The fourth problem identified by the teachers was lack of interest on the part of students for teaching global issues ( $M = 3.51$ ;  $SD = 0.92$ ). The last issue perceived by the respondents that hindered them from teaching about global issue was overall school climate ( $M = 3.50$ ;  $SD = 0.96$ ).

### Difference between male and female teachers' perceptions about global issues

Table 5

*Difference between Perceptions of Male and Female Geography Teachers*

Variables	Male (n=60)		Female (n=50)		<i>t</i> ( <i>df</i> = 108)	<i>P</i> ( $\alpha = 0.05$ )
	Mean	SD	Mean	SD		
Perceptions of teaching Global issues	4.03	0.40	4.30	0.27	-4.03*	<.001
Challenges in teaching Global issues	3.38	0.64	3.31	0.66	0.54	0.587

\*The value is statistically significant at alpha level = 0.05

The mean score of female geography teachers ( $M = 4.30$ ;  $SD = 0.27$ ) for teaching global issues is significantly higher than that of male teachers ( $M = 4.03$ ;  $SD = 0.40$ ). The difference is significant at alpha level 0.05,  $t(108) = 4.03$ ;  $p = 0.001$ . Both of the groups agreed that the global issue should be taught at elementary level but the female respondents were more certain than the male teachers. For challenges in teaching global issues, both of the groups had the same level of agreement to the items. There was no significant difference between the perceptions of respondents,  $t(108) = 0.54$ ;  $p = 0.59$ .

### Discussions

The findings of the study reveal interesting insights which have important educational implications. Some of the results found to be inconsistent with other research findings in other contexts.

### Burning Global Issues

The major finding is that teachers prioritized and ranked education and literacy, terrorism, war, conflict, health issues, poverty and human rights as the five burning issues among the list of multiple global issues provided to them. The teachers' considered the above mentioned issues as the most pressing issues in terms of urgency and their impact on human life. In other words, the teachers have concerns about the severity and

implication of the above mentioned global issues. They think that education and literacy, terrorism, war, conflict, health issues, poverty and human rights issues are burning global issues. The important finding is that teachers, interestingly, found not to be very much concerned about environmental issues such as global warming, pollution, climate change and floods. Similarly, the teachers ranked resource shortage as 8<sup>th</sup> in terms of their concerns. This finding is inconsistent with their research findings as environmental issues and resource shortage perceived to be most urgent global issues.

### **Teachers' Perceptions of Teaching Global Issues**

The mean score of 4.43 with a standard deviation of 0.58 showed that majority of teachers (84%) perceived the critical role of education in addressing global issues by agreeing or strongly agreeing with the statement that education can play a greater role in addressing global issues. Majority of teachers found perceiving that education can play a great role in addressing global issues. It implies that the majority of teachers believe education as a tool for encountering global issues which is also consistent with (Pike and Selby, 2001). The mean score of 4.38 with a standard deviation of 0.70 showed teachers' awareness of the importance of teaching global issues to students. It means most of the teachers consider teaching global issues important as most of the teachers ranked this statement as second important statement. (Edge, 2019; Jerome and Starkey, 2021; Zembylas, 2018).

The mean score of 4.24 (SD = 0.68) indicated that a majority of teachers (53%) showed agreement regarding the inclusion of global issues in geography curriculum. The teachers ranked this statement as the third one in terms of ranking. It implies that teachers consider geography curriculum as one of the appropriate subject to teach global issues.

The mean score of 4.38 with a standard deviation of 0.70 showed that majority of teachers (88%) consider that they should teach about all important global issues. they ranked it as the 4<sup>th</sup> important statement. Likewise, 21% strongly agreed and 59% agreed that they should teach about the root causes of global issues. This finding implies that the majority of teachers considered it pre-requisite for them to know how to teach global issues.

The mean score of 4.09 (SD = 0.64) illustrates that a clear majority of teachers (88 % teachers either were agree or strongly agree that they should teach for developing problem solving skills among their students and they should teach their students to develop the skills of analyzing issues. Paradoxical position can be identified in the finding. For example, majority of teachers attached least important to the statement that teachers should know how to teach about global issues. The majority of teachers rate critical role of education in encountering global issues and also put the statement in rank

4<sup>th</sup> that they should teach about all important global issues. The paradox is that despite this take about global issues, majority of teachers attach least importance to knowing about the pedagogical methods of teaching global issues. The teachers put the statement in the last ranked. One of the possible explanation of this paradoxical position is that teachers are unaware that teaching global issues require participatory pedagogy (Pike and Selby, 2000)

### **Perceived Challenges in Teaching Global Issues**

The responses of the respondents indicated that teachers experience multiple challenges in teaching global issues. One of the challenges included in the items was about teachers' anxiety feelings while discussing global issues. The mean score of 2.95 with a standard deviation of 1.16 and the 41% teachers agreed that they feel anxiety discussing global issues, whereas 17% teachers remained neutral in this regard. It means that teaching global issues are a challenge for the majority of teachers in terms of anxiety feelings while discussing global issues in their classrooms. This feeling of anxiety could be because some of the global issues are ideological and cultural sensitive (Kapoor, 2012). Another reason could be teachers' own lack of content knowledge about global issues.

The mean score of 3.14 with a standard deviation of 0.90 illustrates that the appropriate numbers of teachers think assessment and testing as one of the hindering factors for teaching global issues. The assessment and testing were ranked 8<sup>th</sup> as a hindering factor for teaching global issues. It implies that majority of teachers did not consider assessment and testing as one of the major hindering factors for teaching global issues. On the other hand, lack of teaching resources appeared to be one of the major challenges in teaching global issues as indicated by mean score of 3.78 with a standard deviation of 0.92. The teachers ranked teaching resources at the top as a factor hindering teaching global issues.

The teachers consider overall school climate as hindering factor in teaching global issues as it was ranked 6<sup>th</sup> by respondent teachers. Teachers' content knowledge appeared to be another challenge in teaching global issues as a mean score of 3.06 with a standard deviation of 1.14 illustrates this finding. However, the teachers did not consider their content knowledge as a major hindering factor because content knowledge was ranked 9<sup>th</sup> by teachers as a hindering factor in teaching global issues. Likewise, teachers own interest level was considered somehow hindering factor in teaching global issues as teachers placed the statement in rank 9. It implies that they do not consider their interest level as a hindering factor in teaching global issues. On the other hand they consider lack of students interest as one of the major hindering factors in teaching global issues as it was ranked 5<sup>th</sup> by participant teachers.

### **Issues that Concern Male and Female Teachers the Most**

The teachers were asked to circle five issues that concern them the most among the given list of issues. The p value of the test is  $0.191 > .05$  shows insignificant results with regard to the null hypothesis of no significant difference between mean scores of male and female Grade 8 geography teachers about their perceptions of issues that concern them the most. It means the result is reflective of non-rejection of the null hypothesis of equal mean responses of both gender groups. Hence, it can be calculated that the male and female teachers' perceptions of contemporary issues are not significantly different. The mean responses of male and female teachers' perceptions of contemporary issues that concern them the most are same, i.e. there is no discrimination in teachers' perceptions on the basis of gender.

### **Male and Female Teachers Perceptions of Teaching Global Issues**

The p value of the test is  $.001 < .05$  (Table 4.6) shows significant results that is the rejections of the null hypothesis. There is a discrimination or difference in male and female teachers' perceptions (Gender difference) about teaching global issues. Therefore, it can be concluded that the male and female teachers' perceptions of teaching global issues are significantly different. It means that male and female teachers have different perceptions of teaching global issues, knowledge about teaching global issues, teaching for developing problem solving skills and teaching for developing the skills of analyzing global issues among students. On the basis of the p value of the test is  $.001 < .05$  we can identify a gender-wise discrimination or difference in teachers' perceptions about teaching global issues. Therefore, the null hypothesis that there is no significant difference between mean scores of male and female Grade 8 geography teachers about of teaching global issues is rejected.

### **Male and Female Teachers Perceptions of Challenges in Teaching Global Issues**

The p value of the test is  $0.587 > .05$  shows insignificant results that are the non-rejection of the null hypothesis of equal mean responses of both gender groups. Hence, it can be calculated that the male and female teachers' perception of the challenges in teaching global issues are not significantly different. The mean responses of male and female teachers' perceptions of the challenges in teaching global issues were same, i.e. there was no discrimination in teachers' perceptions on the basis of gender. Therefore, the null hypotheses of no significant difference between mean scores of male and female Grade 8 geography teachers about their perceptions of the challenges in teaching global

issues are accepted as correct because no gender-wise difference found in teachers' perceptions about challenges in teaching global issues.

## **Conclusion**

The teachers considered education and literacy, terrorism, health issues, poverty and human rights issues as the most burning issues. The majority of teachers seemed to be aware of the critical role of education in addressing issues, positive towards the inclusion of global issues in curriculum, teaching about global issues, knowing teaching global issues, teaching students the skills of problem solving and analyzing global issues. The teachers' came up with multiple factors as challenges in teaching global issues including anxiety feeling in teaching global issues, assessment and testing, lack of teaching resources, lack of teachers' content knowledge and students' interest in learning global issues. However, teachers consider shortage of resources, lack of students' interest and school climate as major hindering factors in teaching global issues. They do not consider their own content knowledge and interest as problematic in teaching global issues.

The mean responses of male and female teachers' perceptions of contemporary issues that concern them the most are same, i.e. there is no discrimination in teachers' perceptions on the basis of gender. Male and female teachers have different perceptions of the teaching global issues, but mean responses of male and female teachers' perceptions of challenges in teaching global issues were same, i.e. there was no discrimination in teachers' perceptions about teaching global issues on the basis of gender.

## **Recommendations**

In light of the findings of the study there are some recommendations which can be helpful for introducing issues-based education in Pakistan.

- Teachers are not generally aware of intensities and impacts of global issues. However, the findings revealed that teachers need more exposure to be aware of the complex features of global issues so that they can be able to prioritize pressing global issues in their classroom teaching.
- The results reflect teachers' awareness of the critical role of education in addressing global issues and their agreement regarding the inclusion and integration of global issues in geography curriculum. Therefore, it is recommended to integrate global issues in the geography curriculum to provide issues-based education to youth.

- The content knowledge of teachers and their interest level appears to be another hindering factor in their teaching global issues. There is a need to enhance the content knowledge of teachers and interest level to teach global issues through the training of content knowledge to teach global issues.
- Shortage of resources appeared to be another challenge in teachers teaching of global issues. It is recommended that teachers must not be engaged in managerial tasks rather they must be provided time for proper preparation for classroom teaching.
- Male and female teachers' perceptions of teaching global issues are slightly different. Therefore, it is recommended to organize separate training programs for male and female teachers about teaching global issues.

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