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교육학석사학위논문

**A Study on Secondary School Teachers’
Global Citizenship Type and
Perceptions of Global Citizenship Education**

중등교사의 세계시민성 유형과
세계시민교육에 대한 인식분석

2016 년 8 월

서울대학교 대학원

협동과정 글로벌교육협력전공

서 현 아

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Abstract

A Study on Secondary School Teachers’ Global Citizenship Type and Perceptions of Global Citizenship Education

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In this globalized world, international society and educators have been pursuing a new paradigm of education in order to prepare today’s youth for the future. Discussing post-MDGs, international agencies and INGOs reached an agreement to include global citizenship education in SDGs to be achieved by 2030. This study aims at gaining insight from current teachers’ perceptions on global citizenship education in order to find out the readiness of Korean secondary school teachers in the mist of international society and the Korean government pursuing global citizenship education for this new era of globalization. This study examines the global citizenship types of Korean secondary school teachers and their perceptions of global citizenship. The study categorizes teachers’ global citizenship types and looks into the relationship between global citizenship types and the perceptions on global citizenship education. It also explores

the differentiating factors among personal variables that affect global citizenship types and GCED perceptions. Lastly, it seeks to discover what the obstacles to GCED implementation are and what needs to be improved.

Quantitative method, more specifically, survey questionnaires, was used in order to gain the overall understanding of Incheon secondary school teachers' global citizenship types and their perceptions on global citizenship education. In total, 253 teachers from seven schools and two teacher-training sessions participated in the survey.

The study reveals that both groups of teachers can be divided into six types of global citizenship. Furthermore, they were presented as a result of cluster analysis: Sociable Citizen, Responsible Citizen, Anti-intercultural Citizen, The Less Interested, Anti-political Citizen, and Active citizen. Out of the six types, 'The Less Interested' was the biggest group, which accounted for about 31% of the total. Only 17% of participants belonged to the ideal type, 'Active Citizen.' Considering that teachers' worldview affects the results of global citizenship education and students' world view, the numbers indicate that Korean secondary school teachers need to improve their readiness. Teachers' global citizenship types turned out to have a statistically significant impact on teachers' GCED perceptions; 'Sociable Citizens' and 'Anti-political Citizens' had higher scores on GCED perceptions. The results also reveal that among personal variables, teaching subject, overseas experience and frequency of contacting foreigners affect teachers' citizenship type. Additionally, the findings show that the number of teaching years and the frequency of contacting foreigners on a regular basis

affect teachers' attitude toward GCED. In terms of teachers' knowledge on GCED, the results show that the teaching subject and whether the teacher was trained about global citizenship education matter. In regard to obstacles and improvements to be made, the largest number of teachers answered that proper educational environment to implement GCED needs to be established. Therefore, providing more flexible environment for teachers to introduce global citizenship education to classroom seems to be an urgent task for policy-makers and school administrators.

Keywords : global citizenship, global citizenship education, global citizenship types, Korean teachers' global citizenship types, SDGs, Korea and global citizenship education

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CHAPTER 1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Status quo provides a very unique and intriguing environment for educators since the world for which the next generation is preparing is highly uncertain and complicated (Dill, 2013). In this new era of globalization, recent world phenomenon such as refugee, environmental, world poverty and human right issues needs transnational cooperation and requires world citizenship beyond nationalism (UNESCO, 2013a). Thus, international community have dealt with issues of less developed countries in order to alleviate world poverty (United Nations, 2009). Despite all the established efforts, improvements have been progressed rather slowly and the international society is pursuing other alternatives to solve world problems in the era of post-MDGs. Recently, rather than offering them material aids, the importance of building local capacity by providing appropriate education and training has been emphasized (UNDP, 2010). For the last several decades, several international agencies started to consider education as means of building more human capital; such perspective has expanded in many parts of the world including developed countries (Dill, 2013). In the midst of increased competition and prevailing human capital theory, INGOs, international agencies, scholars and educators have tried to seek for the proper education model in the era of globalization. They argue that this changing world requires a different

type of citizens and a growing need for global citizenship education (GCED) arose (Ok, 2009; Davies 2006; UNESCO, 2013a).

Global citizenship education has been implemented mostly in the western countries, such as EU¹ countries, the U.K., the U.S., Canada, etc. (Davies, 2008; Richardson, 2008; Dill, 2013). However, the Korean government recently started to show increasing interest in this field. In Korea, APCEIU (Asia-Pacific Center of Education for International Understanding under the auspices of UNESCO) has practiced related programs under the name of International Understanding for teachers and educators. Since UN Secretary General, Ban Ki-moon proclaimed GEFI, Global Education First Initiative, in 2012, international agencies such as UNESCO have strongly promoted the concept of global citizenship education throughout the world. GEFI focuses on three goals, and among them is fostering global citizenship (GC). In 2015, World Education Forum (WEF) was held in Incheon, Korea, where the post-2015 development agendas were shaped and the significance of global citizenship education was recognized (UNESCO, 2015b). In response to this trend, Korean Ministry of Foreign Affairs recently organized the Technical Consultation of Global Citizenship Education with UNESCO in partnership with the Ministry of Education and the Asia-Pacific Centre of Education for International Understanding (Kang & Oh, 2015). In 2015 Incheon WEF, Sustainable Development Goals (SDGs) were proposed whereby education

¹ The emergence of regional economic blocks such as the European Union is considered one of the factors that caused global citizenship to appear. (Falk, 1993, p.46)

was recognized “as a main driver of development” and in accomplishing other goals in SDGs (UNESCO, 2015b). In Incheon Declaration from 2015 WEF, as one of SDGs, GCED was included as a way to ensure the quality of education.

Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED) (UNESCO, 2015b).

In addition to the international move toward educational change, education in Korea has been continuously facing demands in its policy. Korean education has been well-known for its astounding accomplishment through PISA results among OECD countries while being harshly criticized by domestic scholars, parents and NGOs for its excessively competitive environment and inducing students’ stress level. Korea is also confronting other challenges since Korea is transforming into a multicultural country due to the increased inflow of foreign workers and international marriages (Lee, 2010). Korea has proudly claimed that it has been one of the most homogeneous countries and Koreans have been quite exclusive against foreigners. According to a previous research, although global citizenship is considered important in this new era, the number of Korean adults and adolescents

who considered themselves global citizens was relatively low (Kim, Choi, Jang, & Lee, 2009, p.96) while Koreans feel stronger sense of belonging to family or the nation. Also, trust index toward foreigners was lower even compared to the number of non-OECD countries and this tendency of disbelief toward foreigners was even more distinct in 2009 compared to that of 2005 (Kim et al., 2009, p.79).

However, in the 21st century, people are required to have global consciousness², which emphasizes openness to diversity but this change is quite confusing and drastic (Kim & Lee, 2014; Ok, 2009). Global citizenship education will rejuvenate Korean education since it emphasizes the value of “living together³” rather than competing against each other. As Korean Ministry of Education becomes more interested in global citizenship education, it has provided several training sessions of global citizenship education for public school teachers, preparing for the 2015 World Education Forum. The training program, GCED Capacity Building Workshop for Innovative Teachers, lasted for five days for the first part and a couple more days for the second part. Teachers who were trained were expected to go back to their provinces and train other teachers at the school and local level (APCEIU, 2015).

Despite such increasing attention paid in GCED, research regarding Korean teachers’ global citizenship level or teacher’s perception about global citizenship

² Global consciousness and global competencies are described as two key features of global citizenship in Dill’s book, *The longings and limits of global citizenship education : the moral pedagogy of schooling* (Dill J.S., 2013, p.4)

³ It is also from the UNESCO ideal of ‘learning to Live Together’ (Davies, 2006, p. 22)

education are lacking greatly. Measuring teacher's perception toward GCED is meaningful because they are the ones who are going to actually implement the policy. The research examines secondary schools in Korea, where the cramming for university entrance exam is intense, with little room for any other learning. This research was initiated with the question, "Are teachers ready to implement GCED in public schools?" Therefore, the goal of this study is to find out whether Korean secondary school teachers are ready to implement GCED, what are the factors that facilitate them to implement GCED and what are the obstacles in practicing GCED in the classroom. In order to do so, this study will categorize teacher global citizenship types based on the survey results to gain deeper understanding of the teacher citizenship level and to find out how to support them accordingly in terms of teacher training and educational policies.

The participants of the study will be secondary school teachers in Incheon Metropolitan City, where 2015 World Education Forum was hosted. As a host city of 2015 WEF, Incheon Metropolitan City Office of Education was a leading organization among other educational offices. Incheon is bordering Seoul and Gyeonggi, forming a large metropolitan area and as an international city in Korea, it has held numerous international conferences. Although what is ideal to the research purpose is to examine Korean secondary school teachers across the country, with GCED emerging as quite a new concept to educational field in Korea, the initial stage of research should start in Incheon. Besides, as the researcher being

a secondary school teacher in Incheon, gaining access to Incheon secondary school teachers was a more practical choice.

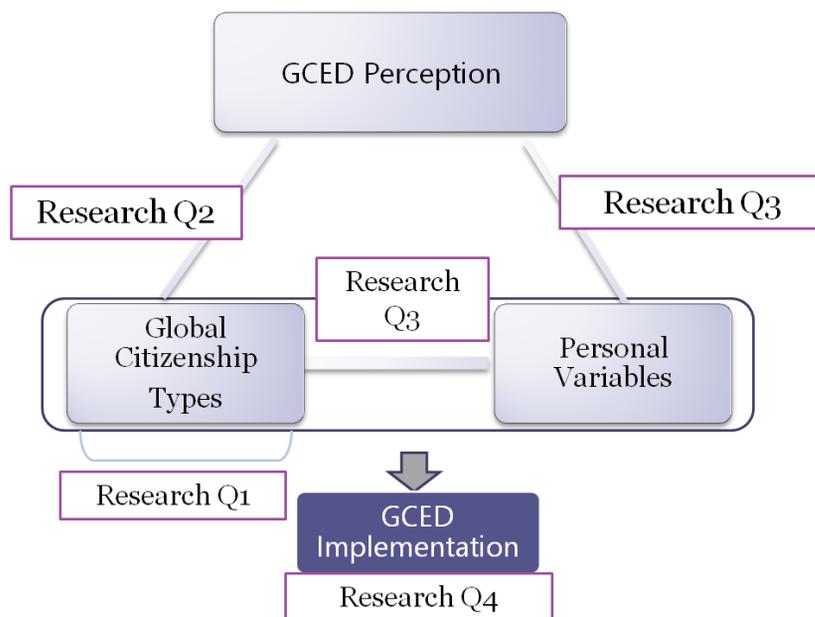
1.2 PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

Recently, a lot of attention was paid to global citizenship education, but in Korea existing research did not examine teachers thoroughly enough. This study aims at gaining insight through current teachers' perceptions on global citizenship education. The research undertaken for this thesis seeks to examine the perspectives of secondary school teachers in Korea on global citizenship education in order to make potential implication for teacher training and policy-making regarding GCED in public education. This study explores how secondary school teachers in Korea perceive themselves as global citizens and in order to do so, this research intends to examine the types of global citizenship current teachers belong to. Furthermore, this research explores the relationships between the types and their will to implement global citizenship education. It also examines the causes of the difference in their perspectives. The major research questions are:

- 1) How can the global citizenship types of secondary school teachers be classified?
- 2) What is the relationship between secondary school teachers' global citizenship types and their perceptions of global citizenship education?

- 3) What are the determinants of secondary school teachers' global citizenship types and their perceptions of global citizenship education?
- 4) What factors can facilitate the implementation of global citizenship education in secondary schools?

Figure 1-1 Research Questions



First, this paper will answer the question of “What is GCED and how it is different from all the other previous alternative fields such as ‘ESD’ (Davies, 2006)?” Then, it will also answer the question: “If now is the time for GCED, how many public school teachers are ready?” In order to delve into status quo of this matter, the research will study on teachers in secondary schools in Korea to gain in-depth understanding of the relationships between the types and other factors

including teachers' GCED perceptions. The research will be based on surveys and the participants will be approximately 250 secondary school teachers in Incheon, South Korea.

1.3 SIGNIFICANCE OF THE STUDY

Although there have been several studies on Korean students' levels of global citizenship, research on teachers in public school in Korea is very limited. However, when it comes to public education, it is often said that the quality of education cannot go beyond the quality of teachers. According to the recent UNESCO second forum on GCED final report (2015c), GCED is not just learning "about" but it is learning "to think and act differently." Therefore, this requires the transformation of teachers' mindset. In this sense, the perspectives and perceptions of teachers on GCED are very important. In order to gain a deeper understanding of teachers' perception or level of global citizenship and GCED, this research will try to look into the types of current secondary school teachers' global citizenship. It is said that global citizenship is an essential element that Korean youth need to acquire in a multi-cultural society and in the period of globalization (Lee, Oh & Kim, 2015). If this is the case, it is obvious that teachers in public schools need to be aware of GCED and be equipped with global competence and global citizenship in order to actually implement it (Yoo, 2015). Therefore, it is significant to measure teachers' global competence and perceptions of GCED. This research

intends to do so by categorizing teachers' global citizenship types into several categories and by looking at the relationship between these categories and other factors such as teachers' GCED perceptions.

So far, research on teachers' GCED perception is greatly insufficient and there haven't been many studies on teachers' GC types in Korea. There has been a recent study on students' global citizenship types but the result cannot be applied to teachers (Lee, Oh & Kim, 2015; Kang and Oh, 2015). Therefore, this research would unprecedentedly provide in-depth understanding about global citizenship types of teachers and what needs to be executed in order to facilitate the implementation of GCED in the Korean public school environment. This research is also expected to provide guidance and tips to policy-makers and teacher trainers on the most appropriate programs to secondary school teachers since the findings of this study is expected to provide what types of global citizenship exist among teachers in public schools and what the proportion of each type of citizenship is.

This study consists of six chapters. Chapter 1 introduces the background to this study, objectives of the research, research questions and significance of the study. Chapter 2 provides literature pertaining to the concept of global citizenship, and GCED indicators. The rest of this chapter deals with previous research on teacher perception and other studies that focused on GCED theme. Chapter 3 explains the methodology that this research has adopted, which is quantitative methodology, specifically, survey questionnaires. This chapter describes the information on the research design, theoretical framework, the usage of scale, the procedure on

collecting data and methodology on analyzing the data. Chapter 4 presents the research results on Korean secondary school teachers' GC types, and their GCED perception/implementation. It provides some insights into the relationship between teachers' GC types and their GCED perception/implementation. Chapter 5 summarizes the research findings, discusses the findings and recommendations for future study. Finally, chapter 6 draws conclusions from the findings.

CHAPTER 2. LITERATURE REVIEW

In this second chapter, mainly four topics are dealt with. First, this chapter delves into the concept of global citizenship. This is followed by the concept and content of GCED in comparison with previous alternative concepts such as ‘ESD’. Next, attention is given to GCED indicator due to its significance in developing scales for survey questions. Thirdly, previous research on teachers’ perception was presented since this research is focused on teachers’ perceptions toward GCED. Finally, previous research on GC/GCED is reviewed and discussed.

2.1 GLOBAL CITIZENSHIP EDUCATION

2.1.1 What is global citizenship education?

Globalization and the Emergence of Global Citizenship

It is believed that the origin of global citizenship goes back to the ancient Greece and global or world citizenship was suggested as an ideal of humanity for as long as human history is recorded (Lee, 2014). It is known that Diogenes of Sinope, the 4th century BC cynic, called himself a cosmopolitan, ‘a citizen of the world’ (Nussbaum, 1996). The Stoic philosophers and early Christians also saw the world as the community of an ideal brotherhood (Waks, 2008). However, this paper focuses on the concept of global citizenship from the last several decades, when the terms of ‘globalization’ and ‘citizenship’ started to be combined (Tully, 2008).

These two terms, which are rarely used together in social and political analysis, seem contrasting because the former emphasizes economic or cultural integration of the world and the latter points to rights or position that belong to each nation-state (Peters, 2005). Thus, there has been tension between how to preserve local identity in the context of globalization (Nussbaum, 1996). Needless to say, globalization is quite a complicated phenomenon and considering the fact that globalization is one of the main reasons why global citizenship emerged, it is essential to look into its characteristics. Falk (1993) categorized globalization into two kinds, one, globalization-from-above and the other, globalization-from-below, and this categorization reflects the characteristics that global citizenship share.

There is globalization-from-above, reflecting of collaboration between leading states and the main agents of capital formation. This type of globalization disseminates a consumerist ethos and draws into its domain transnational business and political elites.....The second type of globalization is both reactive to these developments and responsive to different impulses and influences. To stress the contrast, it is identified as globalization-from-below, consists of an array of transnational social forces animated by environmental concerns, based on the unity of diverse cultures seeking an end to poverty, oppression, humiliation, and collective violence.

According to Falk (1993), both forms of globalization are proceeding and it is not yet clear whether what sorts of balance will emerge. No matter what kind of globalization prevails, it has evoked a series of changes in people's lives. Although its impact on economy has been discussed frequently, very little has been said about the effects on education. Policy borrowing and lending among countries and from international agencies to individual countries occur not only in the field of economics, but also in the field of education (Phillips & Ochs, 2003). As globalization continues to proceed, students worldwide are expected to be prepared for the global interdependence and be aware of the unfair distribution of resources (Oxfam, 2006). In recent decades, international agencies and some Western countries have focused on the goal of preparing citizens for the challenges of globalization (Kang and Oh, 2015). Following the lead countries and international agencies, Korea is also paying more close attention to education for global citizenship, recognizing its significance⁴.

However, there was a scholar who thought about the foundation of global citizenship and its limitation. In his book, *The Longings and Limits of Global Citizenship Education*, Dill (2013) described the two main qualities of global citizenship as “global competencies” and “global consciousness” He mentioned that there is obvious tension between these two features. He also argues that the

⁴ Lee Hanseung. “Prime minister, Hwang said, ‘Global citizenship education to Korea and other developing countries.’” *Yonhap News*, May 30th, 2016. <http://www.yonhapnews.co.kr/bulletin/2016/05/30/0200000000AKR20160530053400001.HTML?input=1195m>.

hidden foundation of global citizenship is western individualism and because of that, there might be limitation of being truly global and having collective spirit.

On the other hand, Tully (2008) divided many different theories regarding the origin of global citizenship into two big families: “modern” and “diverse” citizenship. The first one, modern citizenship, deals with citizenship associated with the historical processes of modernization/colonization in the West and “the dependent modernization and citizenisation of the non-West⁵” through the process of colonization. By contrast, diverse citizenship emphasizes “local” participation and this type of citizenship is originated not by the institutions of the state or international law, but by a series of negotiated practices of participation.

Regarding the origin of global citizenship, Kim and Huh (2013) provide another explanation that since 1970s, instead of realism and idealism, the global community has embraced post-nationalism as an alternative. As statism faces major challenges, the global community is also recognizing that it is necessary to define ‘citizen’ beyond nation with bigger global dimension. According to Kim and Huh, there has been a movement among world workers and NGOs that unites themselves even if their goals are against national agenda or policies in their own country. How to define global citizenship varies according to scholars, but usually it involves seeking human rights and peace, civic qualities, identity and actions that contribute to global community (Kim & Huh, 2013).

⁵ Tully, James. (2008). *Global citizenship education : philosophy, theory and pedagogy*. Rotterdam, Taipei: Rotterdam Taipei : Sense Publishers, p.16

Much of what is happening in this field was found in recent documents produced by UNESCO. International agencies such as UNESCO and international NGOs have sought educational approaches so as to sustain world peace in the form of peace education, human right education and education for international understanding etc. The global community also tried to eradicate poverty by the means of education, seeking Education for All (EFA), which was agreed in Jomtien in 1990 and reaffirmed in Dakar, in 2000 (UNESCO, 2014a). With the continued relevance, the MDGs were established in 2000 so as to bring universal primary education in the field of education. In Sustainable Development Goals (SDGs), which was agreed upon in 2015 WEF in Incheon, global citizenship education and ESD were mentioned as means of quality education (UNESCO, 2015b; UNESCO, 2015c).

On the other hand, in Korea, since 1990, terminology such as multicultural education, international understanding, and global citizenship education has appeared in the field of education. It is obvious that educating students with previous citizenship education based on national identity is not sufficient in this globalized world (Kim, 2015). As the world shares common problems, the goal of global citizenship education is to empower learners to solve both local and global problems as global citizens and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world (UNESCO, 2013a). This shift in mindset requires schools and educators to respond differently than before. In Korea, GCED was implemented by UNESCO, or global NGOs

rather than regular school classes (Kim & Huh, 2013). However, in order to promote its expansion, public education needs to include GCED as its regular program (UNESCO, 2013a).

Defining Global Citizenship

In order to understand what GCED is, it is necessary to look into the concept of global citizenship. Although it is usually considered that ‘global governance’ should be the basic premise of ‘global citizenship’, ‘global governance’ or a ‘world state’ has been considered neither possible nor desirable (Huh, 2004). Therefore, the concept of global citizenship has been developed mostly regardless of the feasibility of global governance. Although the concept of a world state seems implausible, still the idea of global citizenship has prevailed in the thoughts of people in many international organizations and among scholars all over the world ever since ‘globalization’ and ‘citizenship’ have been combined (Tully, 2008). This conjoint field brings out so many complex ideas, and processes that no single concept has been accepted as a universal definition of global citizenship (Tully, 2008; UNESCO, 2013a).

Discussing the features of global citizenship, some have argued that there is a mutual exclusiveness between cosmopolitanism and patriotism. In regard to this, the Stoics insisted that being a citizen of the world didn’t mean giving up local identities, which make our lives richer (Nussbaum, 1996). They argued that people not only have local identities but also are surrounded by concentric circles. In the

center, there is the self and the outer circle takes the immediate family. The next takes the extended family and then, neighbors, local groups and fellow city-dwellers, etc. The last circle and the largest circle takes humanity (Nussbaum, 1996).

On the other hand, Falk (1993) suggested five different types of global citizenship: 1) global reformer, who is an advocate of a world state or a stronger UN, 2) people who are conscious of transnational global trend as a result of globalization (elites who work in the field of international business), 3) people who are interested in sustainability of the planet, especially in terms of environmental dimensions and economic dimensions, 4) the type of citizenship that appeared with regional political consciousness such as EU, 5) the type of citizenship that emerged with transnational social activism in 1980s.

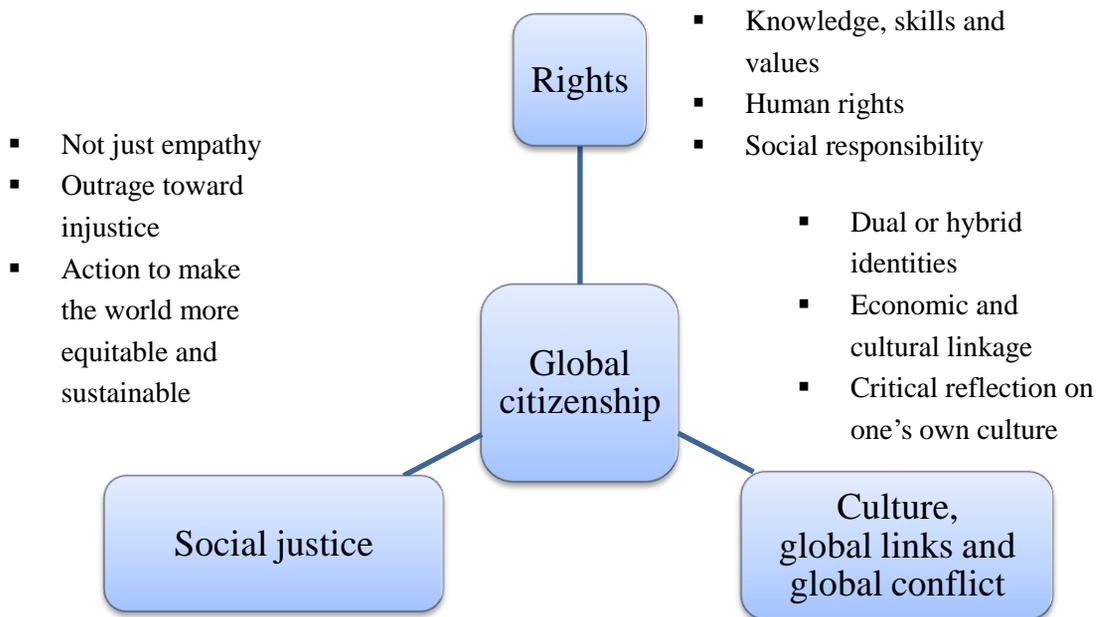
The leading UK-based NGO in the field, Oxfam (2006), defines global citizen is someone who:

- Is aware of the wider world and has a sense of their own role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works
- Is outraged by social injustice
- Participates in the community at a range of levels, from the local to the global
- Is willing to act to make the world a more equitable and sustainable place

- Takes responsibility for their actions

Davies (2006) addresses three key aspects of active global citizen as following: a concern for social justice, rights, and culture and cultural conflict. The role of global citizenship includes publicizing injustice or taking actions to fix when one perceives injustice or abuse of rights. Lynn Davies argues that previous global education became very different when ‘citizenship’ is inserted. Global citizenship education is more than “international awareness” and “being more rounded person”.

Figure 2-1 Three Aspects of an Active Global Citizenship



Source: Global citizenship: The needs of teachers and learners (Davies, 2006)

Also, Davies (2006) stated that global citizen is someone

- Who knows how the world works
- Who is outraged by injustice
- Who is both willing and enabled to take action to meet this global challenge
- Who act to make the world a more equitable and sustainable place

The idea of Davies, especially regarding “rights”, originated from Griffiths who argued that Global citizenship should be based on explicit awareness of their rights and acting upon them (Priestley & Griffith, 2000). In addition, global citizenship considers “Planet Earth” as the common home of humankind (Davies, 2006). Global citizen should not just be aware of her rights, but able to act upon them. In the same context, Lynch (1992: Davies, 2006, p.8, recited) argues that GCED should be about development of knowledge, skills and values based on human rights and social responsibilities. Finally, Davies mentions that in this globalized world, people have “dual or hybrid identities” (Klein, 2001: Davies, p.9, recited) and GCED should not be just about learning about other cultures, but it should be a medium of critically reflecting one’s own culture.

According to UNESCO (2013a), global citizenship does not entail any legal status or formal membership, and it is rather ‘ethos’ or ‘metaphor’. It refers to a sense of belonging to the global community and common humanity. It emphasizes common responsibility at the global level and it is expected to generate civic actions to make the world into a better place. As it is mentioned in the outcome

document of technical consultant meeting (UNESCO, 2013a), the concept is contested and a widely accepted definition of global citizenship is yet to be developed.

Defining Global Citizenship Education

Over the years, various definitions for GCED appeared according to the understanding of the concept, what kinds of analytical approach were used, and data types that were applied (UNESCO, 2013b). Therefore, many international agencies and academics suggested their own definitions. Among the scholars, Andreottie (2006), a Brazilian educator, states that the key issues of GCED is to address injustice and inequality in power distribution of the globalized world. She argues that critical global citizenship education, as opposed to soft global citizenship education can be more effective way of understanding global issues. Andreotti (2006) compared these two approaches. First, soft GCED sees helplessness as a root of problem and basis for caring is responsibility for the other as one member of common humanity. The goal of GCED in this approach is to empower people to act following what has been defined as an ideal world. The problem of this approach is that it sees the reason for poverty comes from the poor themselves. On the other hand, in critical citizenship education, the root of problem is considered as inequality and injustice. Structures, systems, institutions are regarded as what needs to change and as global citizen, individuals are supposed to analyze their own context and take actions to change the structure, systems, etc.

The goal of GCED in this approach is to empower learners to review their own cultures critically and be responsible for their decisions and behaviors.

Shultz (2007) outlined three approaches to global citizenship education based on McGrew (2000)'s three approaches to globalization: the neoliberal global citizen, the radical global citizen, and the transformationalist global citizen.

Table 2-1 Three Approaches to Global Citizenship

Approach	The Neoliberal global citizen	The radical global citizen	The transformationalist global citizen
Policy	Free market expansion Global economic system International education	Analysis of the global structures Challenge the structure World Bank Boycott	Eradicate poverty Create social justice through deep compassion and accompaniment Building knowledge in partnership Post-Washington or Geneva consensus
The role of education	Cultural understanding Language acquisition	Seeing global relations as one of victors, villains, and victims	Building authentic challenges to those forces that perpetuate oppression, poverty, and marginalization

Source: Educating for Global Citizenship: Conflicting Agendas and Understandings (Shulz, 2007)

The first approach, which is neoliberal global citizen approach, is focusing on economic aspect of globalization. It pursues economic rewards out of this free market system and in this approach, GCED is more close to international education, which focuses on cultural awareness and language acquisition. Second approach, the radical global citizen, focuses on the global structure which produces inequity. Global citizens are challenged to break down the unfair structures of globalization. Lastly, the transformationalist global citizen recognizes the injustice that globalization created, but rather than just challenging the unjust structures, it seeks coalitions through deep compassions as global citizens (Shulz, 2007).

According to Oxfam (2006), education for global citizenship is the education that gives students opportunities to think critically on world issues. GCED has the following characteristics

- Equipping young people with knowledge, skills and values to participate as active citizens
- Acknowledging the complexity of global issues
- Revealing the global as part of everyday local life, whether in a small village or a larger city
- Understanding how we relate to the environment and to each other as human beings (Oxfam, 2006)

It is noteworthy that they states that global citizenship education is not

- Telling people what to think and do

- An extra subject to cram into a crowded curriculum
- About raising money for charity (Oxfam, 2006)

On the other hand, UNESCO addresses the characteristics of global citizenship education as follows:

Global citizenship education is transformative, giving learners the opportunity and competencies to realize their rights and obligations to promote a better world and future. It draws upon learning from other transformative education processes including human rights education, education for sustainable development, education for inter-national/inter-cultural understanding, and education for peace (UNESCO, 2013a).

As these two definitions by Oxfam and UNESCO mention, global citizenship education promotes critical thinking and it is transformative. Therefore, global citizenship education is not just for transferring knowledge or skills and it involves transforming learners. In order to achieve this goal, teachers need to be transformed first since qualified teachers with internalized values of global citizenship can produce better GCED classes (UNESCO, 2013b).

The Key Elements of GCED

Although there have been discussions on the concept of GCED, still, the opinions differ depending on the scholars and due to ambiguous relations between sub-concepts, the discussion over definition of GCED has not reached an agreement (Kim, 2015). However, what international organizations, INGOs, and scholars consider as GCED elements are in many cases overlap and have similarities.

Oxfam (2006) identifies the key elements for developing responsible Global Citizenship as: knowledge and understanding; skills; and values and attitudes.

Table 2-2 The Key Elements for Responsible Global Citizenship

Knowledge and understanding	Skills	Values and attitudes
Social justice and equity	Critical and creative thinking	Sense of identify and self-esteem
Identity and diversity	Empathy	Commitment to social justice and equity
Globalization and interdependence	Self-awareness and reflection	Respect for people and human rights
Sustainable development	Communication	Value diversity
Peace and conflict	Cooperation and conflict resolution	Concern for the environment and commitment to sustainable development
Human rights	Ability to manage	Commitment to

	complexity and uncertainty	participation and inclusion
Power and governance	Informed and reflective action	Belief that people can bring about change

Source: Education for Global Citizenship A Guide for Schools (Oxfam, 2006)

On the other hand, Morais and Ogden (2011) extracted main elements of GCED by using the method of thematic grouping. They summarized recent globalized educational discourses and found three dimensions that consistently appeared from the literature: social responsibility, global competence and global civic engagement. It appears that Morais & Ogden considered the outcome of citizenship education, taking actions, equally as important as knowledge and skills in global citizenship education.

Table 2-3 Global Citizenship Literature by Thematic Grouping

	Social Responsibility	Global Competence	Global Civic Engagement
Falk, 1994; Urry, 2000	Global Reformers: Feel, think and act for the sake of humanity	Elite Global Business People: unified around shared business interests	Global Environmental Mgrs; Politically Conscious Regionalists; Transnational Activists
Andrzejewski & Alessio, 1999	Understanding of ethical behavior in personal, professional, and public life	Knowledge and skills for responsible citizenship at local, state, national, and global levels	Committed to civic responsibilities to others, to society and to the environment
Lagos, 2001	Acknowledges universal rights and advocates for human	Aware of intergovernmental orgs., bureaucracies, new electronic	Engages in grassroots activism; Redefines ties between civic

	rights	spheres of communication, etc	engagement and geography
Parekh, 2003	Sense of responsibility to citizens of other countries and feels the need to respond to their pleas for help	Understands policies of one's country to ensure they do not damage the interests of others	Committed to create a just world order in which countries work together with mutual concern
Dobson, 2003; Westheimer & Kahne, 2004	Personally Responsible Citizen; Honest, responsible, and understands the need to solve problems and improve society	Justice-oriented Citizen; Knows how to assess social, political and economic structures and how to effect systemic change	Participatory Citizen: Actively participates and takes leadership positions within established systems and community structures
Noddings, 2005	Understands that local decisions have global economic consequences	Understands and values multicultural, religious and intellectual diversity	Committed to the elimination of poverty and protecting the earth
Carens, 2000; Langran, Langran, & Ozment, 2009	Psychological Dimension; Has sense of identity in a global political community	Political Dimension; Distinguish among different international organizations and understands role of own country	Legal Dimension; Reflects the responsibilities that come from the interconnectedness of the world

Source: Initial Development and Validation of the Global Citizenship Scale (Morais & Ogden, 2011)

In the Technical Consultation on Global Citizenship Education, which was organized by UNESCO and the Republic of Korea, similar terms such as 'citizenship beyond borders' or 'citizenship beyond the nation-state' were mentioned in order to define global citizenship. Also, the key competencies of global citizenship were discussed as follows:

- 1) Knowledge and understanding of specific global issues and trends, and knowledge of and respect for key universal values (e.g., peace and human rights, diversity, justice, democracy, caring, non-discrimination, tolerance)
- 2) Cognitive skills for critical, creative and innovative thinking, problem-solving and decision-making
- 3) Non-cognitive skills such as empathy, openness to experiences and other perspectives, interpersonal/communicative skills and aptitude for networking and interacting with people of different backgrounds and origins
- 4) Behavioral capacities to launch and engage in proactive actions (UNESCO, 2013a)

Phillips & Schweisfurth (2014) maintain that global citizenship education has a goal of inculcating in students a global perspective, a feeling of belonging to a global community and responsibility toward it. GCED deals with the significance of responsibility and of governance above and beyond individual nations. They see GCED include development education, which handles the problems of less developed parts of the world.

Table 2-4 Key Elements of GCED by Phillips & Schweisfurth

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • facts about the world • a wide understanding of physical and social 	<ul style="list-style-type: none"> • the ability to communicate interculturally 	<ul style="list-style-type: none"> • empathy for people of other cultures

<p>geography</p> <ul style="list-style-type: none"> • key concepts of citizenship • sustainable development • social justice • values and perceptions • diversity • interdependence • conflict resolution • human rights 	<ul style="list-style-type: none"> • ability to analyze critically • ability to challenge their own role and the role of their countries • ability to explore the nature of conflicts to provide solutions 	<ul style="list-style-type: none"> • a sense of social justice • world-mindedness
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Source: International Education: Meaning, Practice, and Research. Comparative and International Education (Phillips & Schweisfurth, 2014, p.58~59)

Although there has not been a definition of GCED that everybody agrees, there are certainly some common aspects that many scholars and educators share.

Different Paradigms of Global Citizenship Education

When we enquire into the concept of global citizenship, this conjoint field seems to combine formerly disparate areas into the one under the “rubric of global citizenship” (Tully, 2008). Therefore, the definition of globalization is contested. Global citizenship is sometimes called “citizenship beyond borders”, “citizenship beyond the nation-state” or “cosmopolitanism” (UNESCO, 2013a). In any case, global citizenship does not involve any kind of legal status and it usually refers to a sense of belonging to the humanity or global community (UNESCO, 2014b).

Besides the recent attention poured into GCED, Civic Education, Education for Sustainable Development, Development Education and Education for International Understanding also appeared in the field of education for the last several decades (Goh, 2015). In this section, this paper explores what each paradigm emphasizes and what are the distinctive features of each paradigm.

First, civic education is education for the characteristics and attitudes that a good citizen should have. Sometimes it exists as an independent subject at school. It covers democratic civic education, ethics, humanism, globalization, world politics, etc. It deals with multicultural education and extends to GCED based on interdisciplinary knowledge. From the perspective of civic educationalist, GCED is the extension of citizens' rights and obligations toward the world (Goh, 2015).

Many practitioners are confused with the unclear distinction between ESD and GCED. ESD is education for acquiring the knowledge, skills, attitudes and values necessary to shape a sustainable future. It includes key sustainable development issues into teaching and learning: climate change, disaster risk reduction, biodiversity, poverty reduction and sustainable consumption. It extends to poverty reduction, gender equality, human rights, EFA, health, human security, and intercultural communication. It requires participatory teaching and learning methods that motivate and empower learners to change their behavior and take action for sustainable development. It promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way (UNESCO, 2015a). A lot of parts of ESD overlap with GCED (Goh, 2015).

In the case of development education, it also has many parts in common with GCED. It started with mainly Northern European development NGOs in 1960s for the aids to African countries (Goh, 2015). Recently, it focuses not just less developed countries, but also improvement of lives in the entire world. It deals with justice, global development, human rights, global citizenship, understanding the causes and consequences of global poverty and inequality, learning through participation and action, challenging stereotypes and prejudice, respecting different cultures, challenging the dominance of one culture over another, concern for the environment, celebrating the diversity of people in our world, and taking action for a more just and fair world (National Youth Council in Ireland, n.d). In Korea, more than thirty institutes implement development education and many of these programs have been practiced under the name of global(world) citizenship education (Park, 2015 : Goh, p.104, recited).

Another paradigm which has a lot in common with GCED is education for international understanding. UNESCO, which is the biggest promoter of the concept of GCED, used to expand education for international understanding. EIU started as international education, which overlaps to some extent with comparative education. The goal was to promote international understanding, peace, cooperation and respect for human rights and basic freedoms after the First World War. UNESCO's terminology of this program has changed over the years from 'education for peace and security' to 'education for international understanding.

With EIU, the significance of education as an instrument of acculturation was recognized. The term ‘world citizenship’ was added later on (UNESCO, 1994).

Finally, in comparison of other four paradigms, the goal of GCED is to empower learners both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world (UNESCO, 2013a). It is built on life-long learning perspective and it is to be delivered through formal, informal, and non-formal education. The key competences of GCED are 1) knowledge and understanding of global issues, and respect for universal values 2) cognitive skills for critical, creative and innovative thinking, problem-solving and decision-making 3) non-cognitive skills like empathy, openness to experience and other perspective, communicative skills 4) behavioral capacities (UNESCO, 2013a).

All five paradigms somewhat overlap, but among these especially, ESD and GCED are considered very similar. Catling and Willy (2009) compared core concepts from these two paradigms as follows:

Table 2-5 Comparison between ESD and GCED

ESD	GCED
Citizenship & stewardship	Sense of identity, and self-esteem
Rights and needs of future generations	Commitment to social justice, realization of equality The ability to challenge injustice and

Sustainable change	inequality
Quality of life	Sustainable development
	Concern for the environment, action for sustainable development
Diversity	Respect for people and things
	Diversity
	Empathy
Interdependence	Globalization and interdependence
	Co-operation and conflict resolution
	Peace and conflict
Uncertainty and precaution	Belief that people can make a change
	Critical thinking
	Ability to argue effectively

Source: Teaching Primary Geography; Achieving QTS Series (Catling & Willy, 2009)

Sarabhai mentions this similarity in his editorial. He argues that reinforcing a sense of global citizenship is a pivotal part of ESD (Sarabhai, 2013). Dower (2005) also claims the relationship between ESD and global citizenship is complementary to each other.

the Earth Charter and global citizenship as complementary to each otherat one level, one provides the content – the Earth Charter as a

global ethic – and the other, the form-the motivating sense of being a citizenship of a global community. (Dower, 2005: Sarabhai, p.138, recited)

Although it will be idealistic to have a clear definition of each paradigm, at this point it seems to be better choice to put less emphasis on the need to ‘label’ and define initiatives such as GCED, ESD, PHRE (Peace and Human Rights Education), and put more emphasis on the commonality of the values and principles they promote (Kim & Huh, 2013).

In the second UNESCO forum on global citizenship education, which was held in 2015, major issues on GCED were discussed. Previously, in Muscat agreement, held in Muscat, Oman (12-14 May 2014), the following target was outlined.

Target 5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development (UNESCO, 2014a).

Thus, GCED and ESD are equally pursued as a post-2015 target and the final report from the second UNESCO forum also states that GCED can be built on other similar practices and approaches such as ESD, PHRE, Health Education, Civic or Citizenship Education etc.

2.2 GCED INDICATOR

2.2.1 How do we measure global citizenship level?

There have been efforts made to develop indicators for the measurement of the Global Citizenship Education. It is not an easy task since the definition of GC and GCED vary and there is lack of a unified measure of GC and GCED (UNESCO, 2013b).

The following is the assessment framework used in ICCS (International Civic and Citizenship Education Study) 2009 study. ICCS, which is the largest international study on civic and citizenship education, mainly assessed students' civic knowledge, attitudes and civic engagement (Schulz, Ainley, Fraillon, Kerr, & Losito, 2010).

Table 2-6 Emphasis given to civic and citizenship education topics in the curriculum for students at country's ICCS target grade

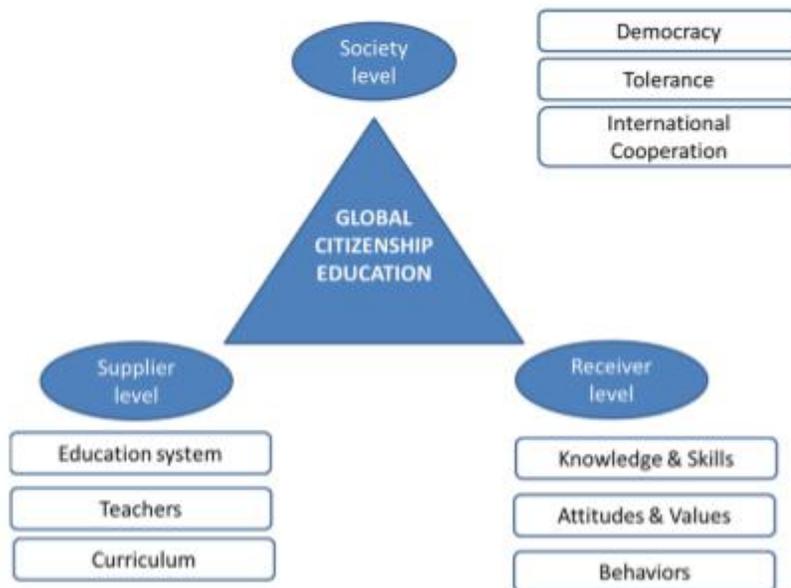
	Content Domain				Total
	Civic society & systems	Civic principles	Civic participation	Civic identities	
Cognitive domains					
Knowing	15	3	1	0	19
Analyzing and reasoning	17	22	17	5	61
total	32	25	18	5	80
Affective-behavioral					

domains	12	12	0	0	24
Value beliefs	12	18	18	14	62
Attitudes			21		21
Behavioral intentions			14		14
Behaviors					
Total	24	30	53	14	121

Source: ICCS 2009 International Report: Civic Knowledge, Attitudes, and Engagement among Lower-Secondary School Students in 38 Countries (Schulz et al, 2010)

Also, UNESCO has been developing a comprehensive measuring tool for GC and GCED and they proposed to distinguish three levels for measurement of GCED: a supplier level, a receiver level and a societal level.

Figure 2-2 Areas Specifying the Components of the Composite Indicator for the Measurement of the Global Citizenship Education



Source: Background paper on global citizenship education: Measurement of global citizenship education (UNESCO, 2013b)

In the supplier level, the formal education system was the focus and there is a dimension for teachers:

Teacher characteristics (in terms of GCED measurement for teachers)

- Average number of pupils per teacher
- % of trained teachers
- % of full-time teachers
- Teacher attrition rate
- % teachers with tertiary level diploma
- % teachers studied abroad
- Subsample of surveys on teachers' attitudes, values and behavior

Although teachers are stated as one of suppliers in this tool, at this point, teachers in Korea are also getting to know GCED, they can be categorized as receiver as well. Therefore, in this research, their knowledge, attitudes and behavior will be handled so as to grasp their global citizenship types. UNESCO recommends that the following should be measured: (a) identity, i.e. whether the person considers him/herself as a global citizen; (b) values and attitudes corresponding to the areas of the GCE (sustainable development, democratic values and human rights) as well as (c) knowledge and skills that would help transform individual values into actions, and (d) behavior to carry out these actions (UNESCO, 2013b).

It should be noted that there has been an attempt to summarize international discourse on global citizenship by Morais & Ogden. Morais & Ogden (2011)

developed scales that adopt three dimensions of global citizenship based on what frequently appear in the literature.

Figure 2-3 Global Citizenship Conceptual Model



Source: Initial Development and Validation of the Global Citizenship Scale (Morais & Ogden, 2011)

Morais & Ogden summarized the gist of academic results in the field and developed theoretically grounded scale using 8 steps including a process of students generating ideas. As Griffiths emphasized the dimension of ‘action’ in his article, if action or the outcome of learning does not occur, learning itself will lose a lot of significance (Priestley & Griffith, 2000). Morais & Ogden included global civic engagement as the outcome of learning to assess global citizenship. There has not been any particular scale that was adopted by international society or academics. However, recently there have been several research using the scale of

Morais & Ogden. The scale used by ICCS study is not specifically designed for global citizenship and the assessment instrument by UNESCO seem to reflect only educational environment rather than specific criteria for teaching global citizenship education. In recent UNESCO paper (2015c), it emphasizes the importance of including learners when developing indicators. Morais & Ogden involved learners through group interviews and included them to assess the validity of indicators. Besides, this scale is theoretically grounded with most recent literature and supported by strong validity and reliability. Therefore, this study adopted Morais & Ogden's scale to assess teachers' global citizenship types or level.

2.3 PREVIOUS RESEARCH ON TEACHER PERCEPTIONS

There has been very limited amount of research conducted regarding Korean teachers' perception on GCED, but there is some past research on teachers' perception on similar paradigms such as development education or education for international understanding. Among these, it is worth noticing that in the study conducted by faculty of Busan National University, 89.5% of participants were aware of the need of teaching the subject of global citizenship (Kim, Kim & Jeong, 2012).

Also, in a recent study on the factors influencing the multicultural efficacy of teachers, teachers' negative perception toward multicultural education had a negative influence on their educational process. Teacher's positive attitudes toward multicultural education had a positive impact on teachers' self-efficacy. Here, self-

efficacy itself was introduced as a significant element for teaching students in a multicultural education (Ok, 2009). In the same sense, GCED efficacy can be adopted to measure teacher's GCED competence.

In another study, *A Study on Teachers' Perceptions of International Understanding Education and the Extent of Teachers' Provision of the Education*, teachers' interest in education for international understanding in secondary school in Korea was dealt with (Han, 2005). The research showed that teaching subject had high correlation with high interest in the subject. Also, majority of teachers perceived that education for international understanding (EIU) is necessary in order to raise students as world citizens or to equip them with perspectives as world citizens in the era of globalization of 21st century. Many teachers showed high interest in teacher training in the field, but they pointed out that there were not many programs available for the implementation and they responded that in reality EIU was conducted as a kind of multicultural education.

Finally, there is a study on the perceptions of ESD among teachers (Chae, 2014). In this research, from preschool level teachers to secondary school level teachers participated and all the respondents were participants of teacher training courses for ESD during summer vacation in 2014. The teachers who participated in the training showed high interest in the subject after the course, and 78.7% of respondents indicated that they were willing to apply the ESD content to their teaching practice. However, 48.1% of teachers answered that lack of teaching material on the subject is problematic. Also, 46.8% of respondents said that in-

service teachers do not have enough interest in this field and they are not aware of the importance of ESD.

2.4 PREVIOUS RESEARCH ON GLOBAL CITIZENSHIP AND GLOBAL CITIZENSHIP EDUCATION

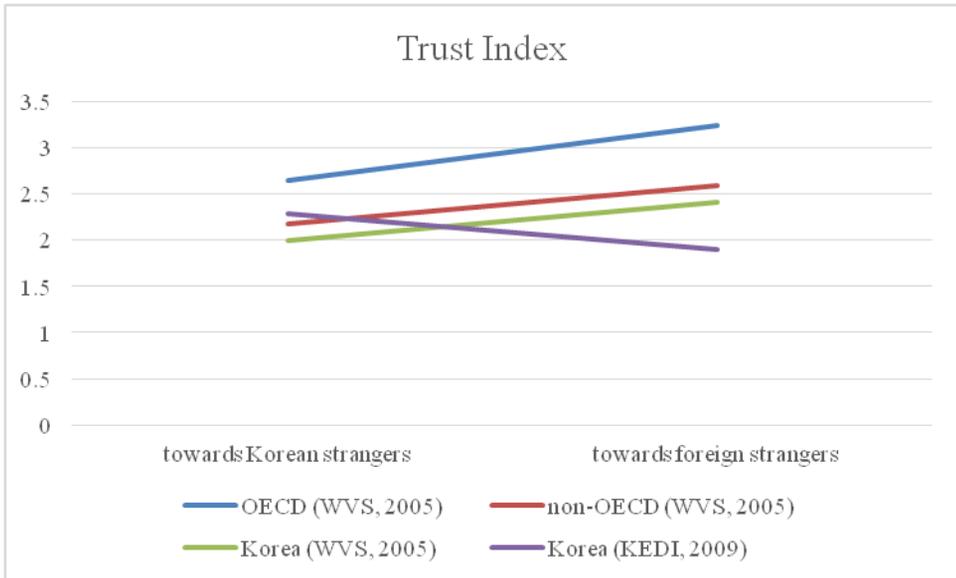
As the people in the world get closer and the world shrinks, teachers are expected to possess knowledge and skills to engage students with globalized world and world issues. Also, students are expected to think critically about these issues through problem-solving process rather than just memorizing facts about the issues. GCED can be implemented as an integral part of existing subjects or as an independent subject (UNESCO, 2013a). In the first case, teachers themselves need to reorganize their teaching content with GCED themes and develop learner-centered approach in many situations. In any case, they need to be familiar with the concept of global citizenship education and its significance in order to implement it in their classrooms.

The importance of teachers' role in GCED was discussed in the second UNESCO forum on GCED. The final report states that teachers have the role as change agents and their role is critical in the delivery of GCED (UNESCO, 2015c). In order for GCED to be truly transformational, teachers' mindset should be transformed as well. The document emphasizes that teachers should be provided with proper encouragement, training and guidance although in reality they are overburdened and left alone to deal with educational challenges by themselves, in

particular teaching new topics such as GCED. In addition, it is mentioned that there are other obstacles in the delivery of GCED such as lack of conceptual clarity in policy formulation, lack of consistency in policy practice and lack of proper support for teachers (UNESCO, 2015c).

In a study on social capital in Korea (Kim et al., 2009), conducted by KEDI, some elements considered related to global citizenship were measured such as civic engagement level, volunteering rate, attitudes toward intercultural communication, the frequency of social activity, trust index toward foreigners etc. In this research, Korean population was categorized into seven groups by cluster analysis: 1) authoritarian citizen, 2) self-contentment citizen, 3) conservative and content citizen, 4) active participant, 5) urban subsistence citizen, 6) dissatisfied citizen with distrust toward society, and 7) isolated citizen with silence. Group 6 was the biggest group and group 3 was the smallest group. According to this research, age didn't bring any meaningful difference in terms of civic engagement and volunteering. Unlike other OECD countries, in Korea, educational level of respondents did bring much difference on their social activity level. This research compared numbers in many cases between 2004 and 2009 and surprisingly, civic engagement rate, trust index toward foreigners got lower over the years (Kim et al., 2009). Also, trust index toward foreigners was lower even compared to the number of non-OECD countries and this tendency of disbelief toward foreigners was even more distinct in 2009 compared to that of 2005 (Kim et al., 2009, p.79).

Figure 2-4 Trust Index



Source: A Study on Korea Social Capital. Seoul: Korean Educational Development Institute (Kim et al, 2009)

Gibson & Reysen (2013) conducted research on instructors' awareness and attitudes towards global citizenship and the influence on students' identification of global citizenship. The results show that the instructors who were unaware of the concept of global citizenship were less likely to include GCED content in their lecture. Overall, the results show that teachers serve as powerful agents in GCED and their worldview and attitudes toward GCED matters in shaping students' global citizenship.

Although research regarding Korean teachers on global citizenship is very limited, still there are some research results on Korean students' global citizenship levels and types. An attempt to provide global citizenship types of Korean students

from the level of primary to high school is noticeable. This research resulted in seven types of global citizenship by using cluster analysis: global leader, anti-gender, outsider, anti-immigrant, anti-state, gender awareness, and pessimist. The research also tried to identify what variables affect the global citizenship types and the relationship between global citizenship types and sub-factors such as individual and community citizenship. Global leader type showed high individual and community citizenship level and outsider type showed low individual and community citizenship score. Additionally, this research tried to identify the relationship between individual background variables and global citizenship types. Among different variables, gender, school level and life satisfaction variables had stronger impact on students' global citizenship types. It turned out that this study showed what kind of global citizenships Korean youth have and the research suggested the result can be taken into consideration when developing GCED programs for the youth group (Lee, Oh & Kim, 2015).

In order to gain understanding of Korean teachers' perceptions on GCED, it is worth looking into other countries' teacher perceptions as well. In a study conducted by the University of Birmingham, the needs of teachers in the implementation of GCED were analyzed (Davies, Harber & Yamashita, 2004). In this research, the obstacles teachers perceived were identified. Teachers considered national curriculum as an obstacle to flexibly implementing GCED in the classroom. Although they perceived that their students were strongly interested in real issues, they felt uncomfortable with dealing with controversial issues. They

were provided with little or no training in this matter and only a booklet was all they received. Examination was regarded as another barrier and teachers felt uncertainty or anxiety over assessment issue.

This chapter reviewed previous literature on the concept of global citizenship and global citizenship education. Also, although there were not many, several indicators of global citizenship or global citizenship education were presented. Additionally, previous research on teacher perceptions and global citizenship/global citizenship education was discussed. All of these were essential in forming theoretical framework and research scales for this study. Theoretical framework and research scales of this study will be presented in the next chapter, chapter 3 methodology.

CHAPTER 3. METHODOLOGY

This chapter is dedicated to introduce the research strategy that was used to study Korean secondary school teachers' global citizenship types and GCED perceptions. This chapter seeks to describe research design, theoretical framework of the study, and the scale development process. Also, it addresses the research participants, and the process of data collection and analysis. Validity and reliability issues were also handled in the last part of the chapter.

3.1 RESEARCH DESIGN

This research is designed to expose 1) the GC types of secondary school teachers and its impact on GCED perceptions and implementation, 2) the relations between personal variables and GC types/GCED perceptions. Additionally, this study seeks to find out what the obstacles of GCED implementation are and what teachers' needs are. As such, the researcher had to check the relations between these variables. Quantitative studies are used to show the relations among variables and these are for testing theories. Using measurable variables, quantitative research assesses the effect of the variables on an outcome and applies results to a large number of people (Ayiro, 2012, p.87). Since the main purpose of this research is to find out what kind of perceptions of current secondary school teachers have on global citizenship education, it is essential to collect as many as samples from the teachers in that area in order to apply the results to the Incheon secondary school teachers, at least, so as to draw a conclusion regarding Korean teachers' GCED

perceptions. Therefore, instead of collecting qualitative information, it is essential to gain information from as many teachers as possible to generalize the result. Rather than qualitative method, which focuses on small number of cases, it is more appropriate to use quantitative research for this study.

Among quantitative methods, this research uses a questionnaire survey. Survey research is a way of quickly gaining some general details about one's population of interest⁶. Therefore, the researcher chose this method for the given research topic. The collected data was analyzed with cluster analysis since this paper intended to categorize the types of teachers' global citizenship in order to gain in-depth understanding of teacher perceptions of global citizenship and global citizenship education.

3.2 THEORETICAL FRAMEWORK

GC and GCED are complex and contested concepts. However, in this interdependent and interconnected world, GCED became an indispensable paradigm in today's education system. With efforts made by many international organizations and scholars, some of its main elements were established and the scales were developed. As the chapter 2.2.1 indicated, Morais & Ogden (2011) looked through recent global educational discourse on this matter, and developed a theoretically grounded scale. In this paper, GCED will be looked at with the lens of

⁶ Survey Research: A Quantitative Technique, 2016

three dimensions as Morais & Ogden claimed: Social Responsibility, Global Competence, & Global Civic Engagement (See Figure 2-3). The three dimensions and their descriptions are as follows:

- Social responsibility: interdependence and social concern to others, to society, and to the environment
 - Global competence: Understanding one's own and others' cultural norms and expectations and leveraging this knowledge to interact, communicate, and work effectively outside one's environment
 - Global civic engagement: Recognizing local, state, national, and global community issues and responding through actions such as volunteerism, political activism, and community participation
- (Morais & Ogden, 2011)

These three dimensions and what Oxfam claimed as three dimensions overlap as Oxfam looked at GCED with three main elements of knowledge and understanding; skills; and values and attitudes. However, Morais & Ogden added one more dimension, which is global civic engagement. Global Citizenship Education is not education for knowledge transferring. It is a transformational education not only for thoughts but also for actions (UNESCO, 2015d). Therefore, element for action is necessary for this kind of education. Those three dimensions by Morais & Ogden were used when developing scales and questionnaires. Not only that, those three dimensions were utilized in order to analyze the result to

categorize teachers' citizenship types and to see which dimension of global citizenship appears strong in Korean teachers' global citizenship.

As mentioned in the previous chapter 2.4, Gibson & Reysen's (2013) research indicated that lecturers' (teachers') worldview and perceptions on GC and GCED affect students' GCED outcomes. Therefore, it is meaningful to examine teachers' GC level and perceptions on GCED all together in order to prepare for GCED implementation. In this sense, teachers' GC level and their perceptions on GCED were explored through the scales of Morais & Ogden here in this research. The research conducted by Gibson & Reyson was the basic premise of this research.

In addition, there is one more research to look at as a part of theoretical framework of this study, which is a study conducted by Lee, Oh & Kim (2015). This research categorized Korean students' citizenship types by using cluster analysis. Following the research model, this study categorized Korean secondary school teachers' global citizenship types by using cluster analysis in order to gain understanding of Korean secondary school teachers' global citizenship types and look into their perceptions on GCED. Therefore, all these three research are significant to this study and they altogether form a theoretical framework for this study.

3.3 SCALE DEVELOPMENT

The survey can be divided mainly into two sections: one is for measuring teachers' global citizenship level or deciding their GC types and the other is for

gauging teachers' perception of global citizenship education. The former part is constructed based on Morais & Ogden's research (2011) and the latter part is formed based on previous research on teachers' perceptions in Korea.

The survey questionnaire starts with personal background and continues with questions that measure global citizenship level. The questions are a type of self-report and following Morais & Ogden's scale, 15 questions were developed according to the three categories that Morais & Ogden presented: social responsibility, global competence, and global civic engagement.

The scale development for GCED perceptions were more challenging since with regard to teachers' GCED perceptions, there are no known instruments in use. Accordingly, referring to the thematic grouping method used by Morais & Ogden (2011, p.446), the researcher listed previous literature on teachers' perceptions on similar paradigms such as education for international understanding, multicultural education, citizenship education, development education and ESD.

Table 3-1 Scale Development for GCED Perceptions

Prior Research	Key Elements of Teacher Perceptions from the survey used in the given research
A study on Teachers' Perceptions of International Understanding Education and the Extent of Teachers' Provision of the Education (Han, 2005)	Obstacles, possible facilitating ways
A Study on Revitalization Measures of Education for International Understanding	Interest in the area, be aware of the goal and concept of EIU, understanding of the

through Examining the Perceptions of Elementary School Teachers (Son, 2008)	content, knowledge of teaching method, understanding the necessity , actual implementation, effect of EIU, will to participate teacher training , ways to implement the program, obstacles, solutions
A Study on the Factors Influencing the Multicultural Efficacy of Teachers (Ok, 2009)	Self-efficacy , necessity of multicultural education
An Analysis of Adolescents' and Teachers' Perceptions on the Citizenship Education in the Age of Globalization (Huh & Kim, 2011)	Knowledge of the content, appropriate evaluation, school atmosphere (whether the students can actually apply what they learned at the school in terms of citizenship rights)
Investigation of Teachers' Perception about Official Development Assistance and Development Education (Kim, Kim & Jeong, 2012)	Knowledge of the content, acknowledging the necessity , perception of the relationship between the content and their own subject, self-efficacy , experience of teacher education program
A Study on the Perceptions of Education for Sustainable Development (ESD) among Teachers (Chae, 2014)	Experience of teacher training, actual implementation, teaching method, obstacles, possible improvements to be made, effectiveness of the teacher training program, will to participate in further teacher education program

After careful consideration of this literature analysis and discussion with two other researchers from the same graduate school and one GCED expert from Korean Educational Development Institute, eight domains were developed and the topics are as follows:

- Teachers' interest in GCED
- Acknowledging the necessity of GCED
- Expectation of the educational effects of GCED on students
- Whether having knowledge of its goals or content
- Self-efficacy for teaching GCED in secondary school
- Will to participate in future teacher training in this area

In addition to these questions, GCED implementation, will for future implementation of GCED, perceived obstacles and possible improvements were asked.

Survey Questions

More specifically, the survey questions can be divided into four areas: personal background of teachers, GC level questions, questions for GCED perception, and current practice or demands for further implementation.

Table 3-2 The Content of Survey Questionnaire

Factors	Content
Personal Background (11 questions)	gender, teaching experience, school level, teaching subject, experience of living abroad, acquired degree, frequency of contacting foreigners, teaching experience of multicultural family students, special schools(schools with multicultural program, global citizenship program, UNESCO ASP network), teachers'

	study group participation
Global Citizenship (15 questions)	social responsibility, global competence, global civic engagement
Global Citizenship Education (8 questions)	interest in GCED, necessity of GCED, believing in the impact of GCED, being aware of the purpose of GCED, self-efficacy, knowledge of this area(GCED), willingness to study this area, actual implementation,
Current Practice /Demands (6 questions)	Current implementation (if they are implementing) Teachers' perceived obstacles and facilitating factors

The following 15 questions are developed based on the initial item pool of global citizenship scale by Morais & Ogden (2011, p.453). Therefore, the questions reflect all three dimensions of social responsibility, global competence and global civic engagement.

Table 3-3 Questions on Global Citizenship

Q1	I think the world we live in is generally unfair place.
Q2	It is not okay if some people in the world have more opportunities than others.
Q3	I think when there is a conflict between national benefit and common good of international society, common good of international society should be prioritized.
Q4	I feel responsible for the world's inequities and problems.

Q5	National budget for ODA should be expanded.
Q6	I like hanging out with people from different culture.
Q7	I unconsciously adapt my behavior and mannerisms when I am interacting with people of other cultures.
Q8	I am very well informed of 2015 World Education Forum held in Incheon.
Q9	I am confident that I can thrive in any culture or country.
Q10	I am well aware of MDGs (Millennium Development Goals).
Q11	I often express my opinions about the issues of environment, social problems, politics on the internet, SNS(social network service), newspaper, TV or radio.
Q12	Over the next 6 months, I will participate in a program that deals with solving global issues such as war, poverty, and environment. (volunteering, donation etc.)
Q13	I express my views about international issues or problems on the government websites, send emails or write petition seeking the government or the public to be interested in the given issues and take actions.
Q14	I deliberately buy brands and products that are known to be good stewards of marginalized people and places.
Q15	I have boycotted brands or products that are known to harm marginalized global people and places.

The following 8 questions were developed in order to measure teachers' GCED perceptions. These questions were constructed based on the previous research on teacher perceptions of similar paradigms as GCED (see Table 3-1).

Table 3-4 Questions on Global Citizenship Education

Q1	I have been interested in global citizenship education.
Q2	I think global citizenship education is necessary.
Q3	I think that global citizenship education will contribute to actually transforming students into global citizens.
Q4	I am well aware of the goal of global citizenship education.
Q5	I am well aware of the concept of global citizenship education and its related educational approaches such as education for international understanding, multicultural education, ESD, international development education, peace education and human right education etc.
Q6	I have enough knowledge to teach global citizenship education.
Q7	I can teach global citizenship education to middle and high school students.
Q8	I am willing to participate in teacher training course for GCED in the future.

The results of each question are presented in the beginning of chapter 4 (see Figure 4-1, 4-2). All of the questions were judged on a 5-point likert scale (5 = strongly agree to 1 = completely disagree) with 3 as the neutral midpoint.

3.4 DATA COLLECTION

In Incheon Metropolitan City, the number of secondary school teachers was 13,400⁷ in 2015, when the survey questionnaires were distributed. 253 samples were collected from the population of secondary school teachers in Incheon and they were mainly from seven schools and two teacher training sessions for a non-GCE-related theme, which invited hundreds of teachers from all over the schools in Incheon. The researcher personally distributed survey questionnaires to two teacher training program sessions and N middle school, where the researcher works as a teacher. In the case of six other schools, the researcher asked other teachers who work there to distribute the survey questionnaires. There are 8 districts ('gu') in Incheon and 7 schools in 6 gu area were involved in this survey: Bupyeong-gu(1 school), Gyeyang-gu(1), Jung-gu(2), Namdong-gu(1), Seo-gu(1) and Yeonsu-gu(1). About a quarter of participants were from teacher training programs and they were from all across Incheon and they were selected randomly. Sampling method was convenience sampling, which assumes that there would be similar results whether they are from a random sample, a neighboring sample, a cooperative sample, etc. (Ayiro, 2012, p.220). The logic behind this was that teachers in public schools in Incheon rotate schools every five years and the region where the teachers work does not bring a significant difference on the result, but still the

⁷ This number is based on the content from the website of Incheon Metropolitan City Office of Education. <http://www.ice.go.kr>, (July 2nd, 2016).

researcher tried to include as many districts as possible. A survey questionnaire was used as an instrument for this study. The questionnaires were distributed from November, 2015 to December 2015 for two months. Most of the questionnaires were delivered in person, but 16 samples were collected via googlesurvey online/kakao talk.

Descriptive Statistics of Respondents

The participants for this research were 253 secondary school teachers in Incheon Metropolitan City. The specific description of the participants is as follows. The majority of respondents were female, at 75.9% (see Table 3-3) Also, middle school teachers are only 29.3% while the percentage of high school teachers was 70.7%. It would have been idealistic if the ratio between middle school and high school teachers had been 50:50. However, since teachers rotate not only between regions but also between school levels, having unequal number of teachers between school levels doesn't seem to be problematic.

Table 3-5 Descriptive Statistics

item	options	frequency	percentage	item	options	frequency	percentage
Gender	Male	59	24.1	Overseas experience	Yes	175	71.1
	Female	186	75.9		No	71	28.9
	NA	8			NA	7	
				Duration of overseas	~ 6 months	134	75.3
				6 months	18	10.1	

				experience	to 1 year		
					1 ~ 2 years	17	9.6
					2 ~ 5 years	7	3.9
					5 years ~	2	1.1
					NA	75	
Teaching experience	~5 years	36	14.6	Frequency of contacting foreigners	More than 1~2 a month	28	11.5
	6~10 years	56	22.7		About 1~2 a year	62	25.3
	11~20 years	101	40.9		Almost never	155	63.3
	20 years~	54	21.9		NA	8	
	NA	6					
Teaching subject	Ethics, social studies	31	12.6	Experience of teaching students from multicultural family	Yes	133	53.8
	Foreign languages	50	20.3		No	114	46.2
	Math, science	71	28.9		NA	6	
	Music, art, P.E.	21	8.5				
	Other subjects	73	29.7				
	NA	7					
School level	Middle school	72	29.3	Schools with special program	Yes	9	3.7
	High school	174	70.7		No	236	96.3
					NA	8	

	NA	7		(multicultural or GCED related program)			
Educational background	Bachelor's degree	135	54.7	GCED training	Yes	26	10.6
					No	220	89.4
					NA	7	
	Above bachelor's degree	112	45.3	GCED teacher study group	Yes	5	2.0
	NA	6		No	239	98.0	
				NA	9		

Majority of teachers had overseas experience, which includes traveling, working abroad and living abroad. However, 63.3% of teachers answered that they almost never have chance to contact foreigners in their daily lives. Only 3.7% of respondents were working for the schools with special program (multicultural or GCED related programs) and 2.0 % of teachers were participating in GCED teacher study group.

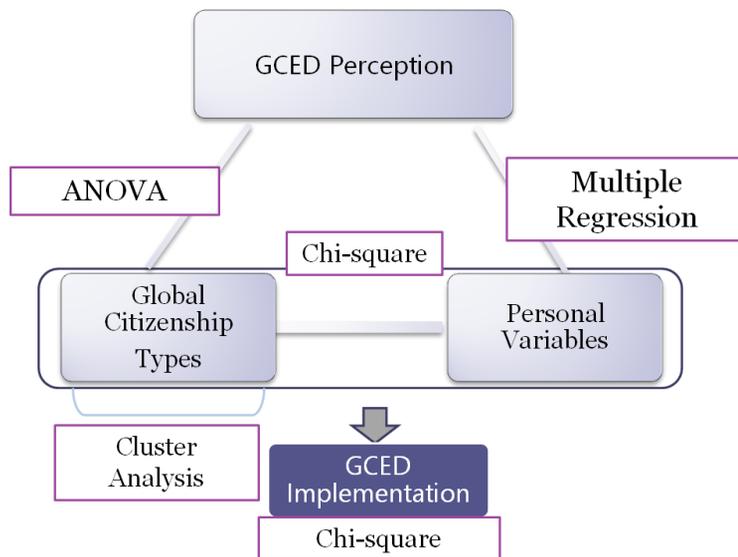
3.5 DATA ANALYSIS

Statistical Tools

Different types of statistical tools were used in this research in order to categorize teachers' citizenship types and determine relations between different variables. Cluster analysis was conducted to categorize teachers' citizenship types

and One-way ANOVA was used to compare the differences among different citizenship types regarding GCED perceptions. Multiple regression was used to see which kind of personal variables can predict GCED perceptions. Finally, chi-square analysis and cross-tabulation were conducted in order to analyze the relationship between global citizenship types and personal variables, and between global citizenship types, personal variables and GCED implementation. The following model illustrates what kind of statistical tools were employed in order to find the answers to the research questions of this study (see Figure 1-1).

Figure 3-1 Statistical Tools



Validity and Reliability

All the collected data was analyzed with SPSS (ver.23) statistical package program. Cluster analysis was conducted in order to categorize teachers' global citizenship types. Cluster analysis is a statistical method that divides the entire entities into different groups according to their characteristics and each group is called 'cluster' (Noh, 2014). The validity of scales used for questionnaires was confirmed through construct validity assessment conducted by Morais & Ogden (2011) and two expert face-validity trials. First expert face-validity trial involved two graduate students and one GCED expert who participated in constructing KOICA(Korea International Cooperation Agency) GCED survey questionnaire and the second face-validity involved two graduate students and one GCED expert who worked for KEDI(Korean Educational Development Institute). As a pilot test, in order to confirm internal consistency reliability, reliability test was conducted using Cronbach's Alpha after conducting factor analysis and the reliability score was all above 0.6.

Based on previous literature on global citizenship, global citizenship education and teachers' perception, theoretical framework and research scale for this study were developed. The purpose of this chapter was to present research methodology including the overall research design, theoretical framework and the process of scale development. Additionally, this chapter sought to demonstrate how the data was collected and analyzed. The results of this research are presented in the next chapter.

CHAPTER 4. TEACHERS' GC TYPES AND GCED PERCEPTIONS – THE FINDINGS

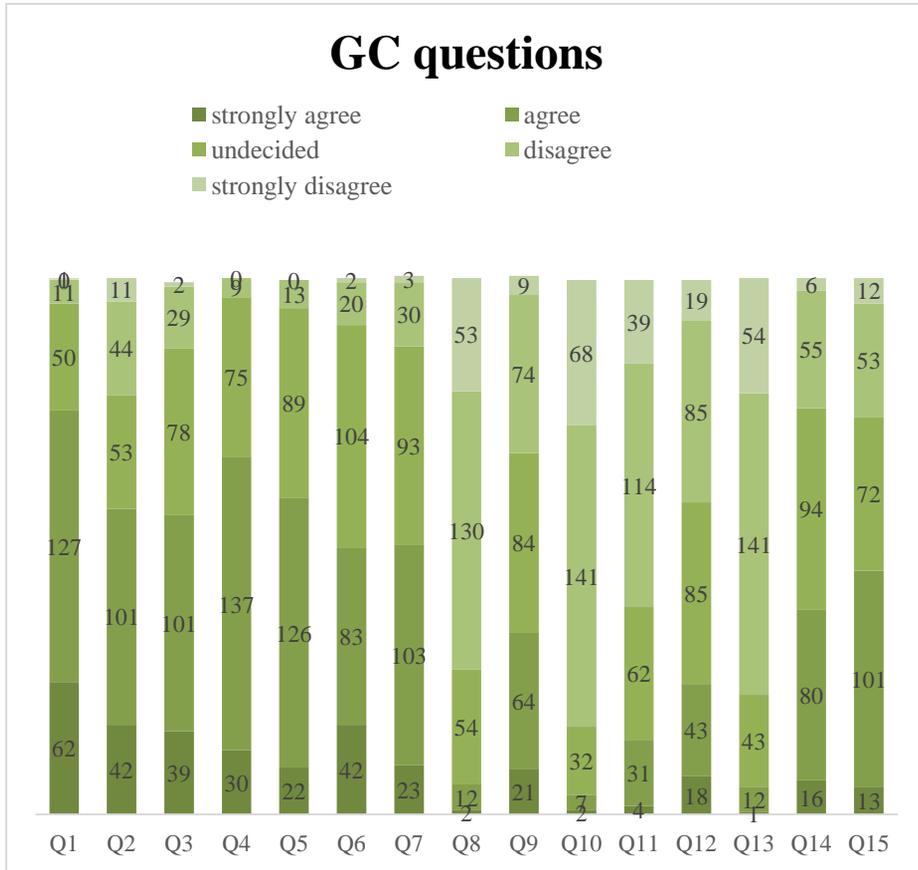
In the previous chapter, the methodologies that were selected for this study were identified. This chapter reports on the outcomes of analyzing the data gathered. The results are analyzed in relation to the research questions posed in this thesis. Survey questions were utilized in order to answer the research questions. The survey questions were designed to investigate teachers' global citizenship types/levels and perceptions on global citizenship education. Additionally, it was intended to identify teachers' will to implement GCED in the future and what kind of obstacles they perceive. In total, 253 secondary school teachers in Incheon were asked to complete the survey questionnaires and their answers were analyzed by SPSS package. Results from the survey will be presented mainly using frequency, percentage and significance probability. Sub-chapters of this chapter are arranged by research questions of this study.

Overview

In addition to personal background questions, there were 15 questions on global citizenship and 8 questions on global citizenship educations on the survey questions. The following were the results from the responses. Figure 4-1 illustrates that teachers in general have relatively higher sense of social responsibility as the responses from question 1 to 5 show. These questions reflect the dimension of

social responsibility, which is one of three dimensions of global citizenship from the conceptual model of Morais & Ogden (2011).

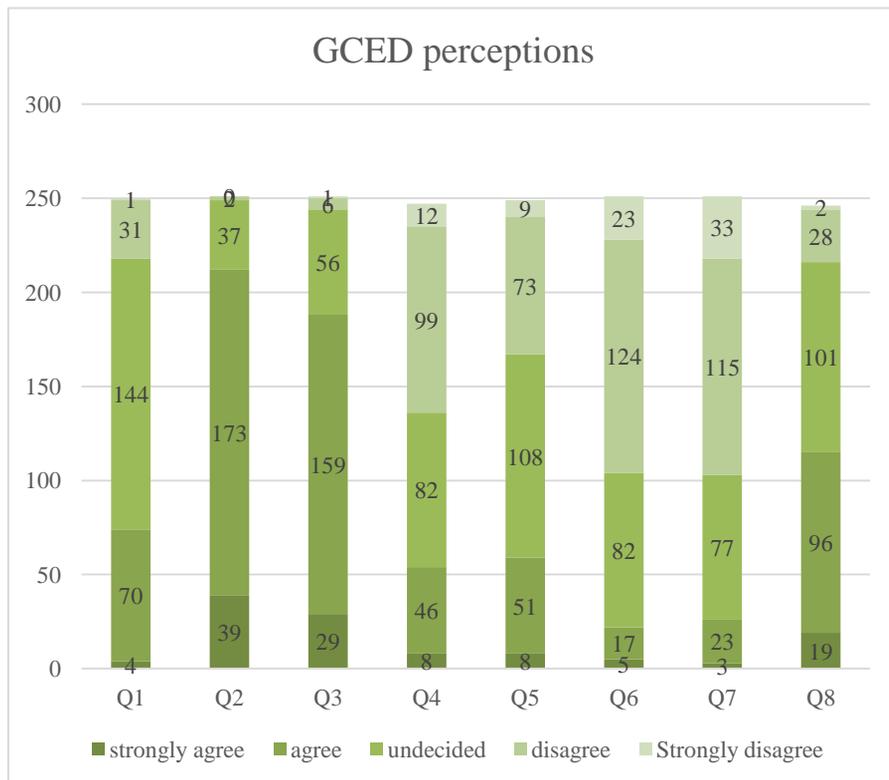
Figure 4-1 Responses to Global Citizenship Questions by Frequency



It is noticeable that the number of respondents who answered ‘strongly agree’ was relatively small for question 8,10,11,13 (see Table 3-3). Question 8 and 10 are questions related to global knowledge, which is an element of global competence of the conceptual model of Morais & Ogden. These two questions were designed to test whether the respondents had enough global knowledge and questions on WEF 2015 and MDGs were asked. On the other hand, question 11 and 13 are

questions related to political voice, which is a sub-dimension of global civil engagement. These numbers show that the majority of teachers are not aware of recent educational issues and they are not comfortable with expressing their voices on international issues. Overall, it appears that secondary school teachers in Incheon have relatively high social responsibility but lower global competence and global civic engagement.

Figure 4-2 Responses to GCED Questions by Frequency



In the case of question number 1 (see Table 3-4), which asks about interest in GCED, only four participants answered ‘strongly agree,’ showing that there is little

interest for GCED in current educational field. Similarly, question 6 and 7 show low percentage of positive answers, indicating that self-efficacy and knowledge level of GCED are not high among teachers, which reflects teachers have a lack of confidence in dealing with GCED topics. However, question 2 and 3 show that relatively high percentage of teachers feel that GCED is necessary and that many of them acknowledge the positive effect of GCED. The results demonstrate that teachers acknowledge social responsibility to teach GCED but also feel overwhelmed by relatively low global competence to teach. Implementation and more specific results on the research questions will be handled later in this chapter.

4.1 TEACHER GC TYPES AND THEIR CHARACTERISTICS

The first research question of the study is to examine secondary school teachers' global citizenship types. After proceeding factor analysis and cluster analysis, 5 factors and 6 types of global citizenship types of secondary school teachers were developed. At first, ward method was used and six to seven groups seemed to be appropriate. After pursuing K-mean cluster analysis, the researcher decided to divide 253 samples into 6 groups for the purpose on achieving more evenly distributed samples and numbers among the groups.

Table 4-1 Results of Factor Analysis

	Factor Analysis
--	-----------------

	on Global Citizenship Questions				
	1	2	3	4	5
GC question 6	.773	.058	.039	-.046	.164
GC question 9	.722	.043	.041	-.076	-.149
GC question 7	.682	.047	.003	-.071	-.033
GC questions 14	.027	.864	.014	-.015	-.062
GC question 15	.018	.625	-.118	.003	.105
GC question 13	-.126	.016	-.858	-.151	-.034
GC question 11	-.019	.079	-.592	.046	-.012
GC question 12	.172	.244	-.324	.033	.059
GC question 8	.071	.044	.045	-.926	.120
GC question10	.147	-.067	-.257	-.459	-.069
GC question 4	.315	-.040	-.141	.048	.591
GC question 2	-.176	.011	-.014	-.081	.577
GC question 3	.025	.059	.067	-.097	.484
GC question 1	-.021	.087	.056	.186	.456
GC question 5	.274	-.067	-.173	.080	.359

Through factor analysis, five factors were extracted and they were named according to the characteristics of the questions that belong to each factor: intercultural communication, glocal civic activism, political voice, global knowledge, and social responsibility. As the names of the five factors indicate, social responsibility is the first element of the conceptual model of Morais & Ogden (see Figure 2-3) and intercultural communication and global knowledge belong to the second element of the model. Global civic activism and political voice are from the third element of the conceptual model.

Table 4-2 Results of Cluster Analysis

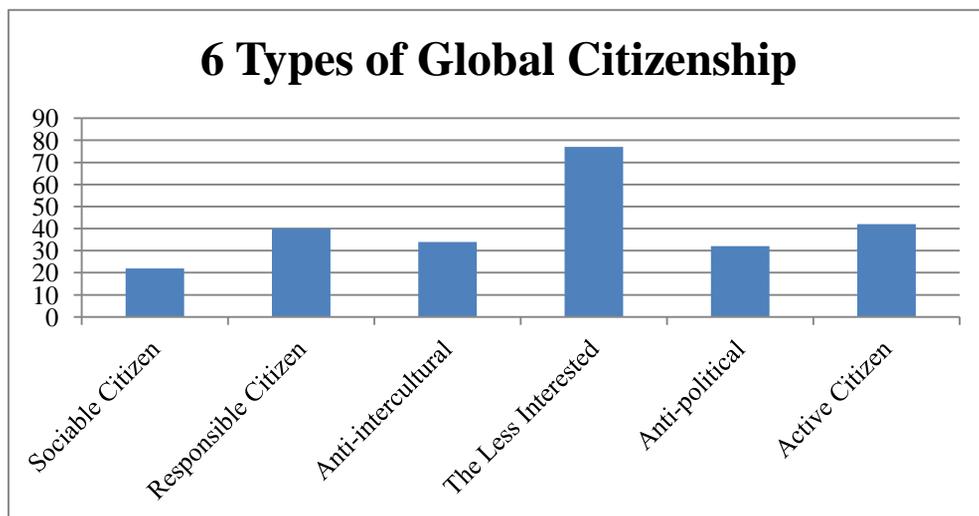
The Characteristics of 6 Types (from Final Cluster Centers)						
Factors	Types					
	I	II	III	IV	V	VI
Intercultural communication	1.02839	-0.75301	-1.08448	-0.18470	0.75546	0.81942
Glocal Civic Activism	-0.27676	0.23708	-0.86634	-0.61204	0.92944	1.03444
Political Voice	-0.09848	-0.16562	1.05835	0.24756	-1.71263	0.20355
Global Knowledge	-1.63016	0.20212	1.07448	-0.30174	-0.47838	0.70925
Social Responsibility	0.76226	0.56394	-0.45307	-0.71610	-0.05322	0.78380
Number of Samples (total: 247)	22 (8.91%)	40 (16.19%)	34 (13.77%)	77 (31.17%)	32 (12.96%)	42 (17.00%)
Characteristics	Sociable Citizens	Responsible Citizens	Anti-intercultural	The Less Interested	Anti-Political	Active Citizens

Survey respondents are divided into six categories from type I to VI, and according to the characteristics shown in Table 4-2, they were named as following: ‘Sociable Citizens,’ ‘Responsible Citizens,’ ‘Anti-intercultural Citizens,’ ‘the Less Interested,’ ‘Anti-political Citizens,’ and ‘Active Citizens’. They were named according to the distinctive features they show in the table of final cluster centers shown above.

For instance, the first type, type I – sociable citizens, shows relatively high score of intercultural communication skills. Accordingly, they were named as ‘Sociable Citizens.’ Type I has a strong intercultural communication skills, but it

has low level of global knowledge. The second type is Responsible Citizen, who lacks intercultural communication skills but has relatively strong social responsibility. The third type is Anti-intercultural Citizens, who have even lower intercultural communication skills, but have strong global civic engagement competence.

Figure 4-3 Six Types of Global Citizenship



As it is seen from the table above, quite a lot of teachers in Incheon were categorized as type IV – ‘the Less Interested,’ which accounts for about 31% of the whole respondents. This group doesn’t feel strong social responsibility about global issues, has scored poorly in intercultural communication skills, global knowledge and desire to participate civic activities. The fifth type, Anti-political Citizens, show relatively strong global civic activism, but at the same time, very low political voice. This signifies that this type of citizens pursue justice in their individual actions such as boycotting certain products or intentionally purchasing

fair trade products, but they are not comfortable with expressing their political opinions in public or acting out in a more aggressive manner. Type VI, which is considered as an ideal type, is ‘Active Citizen,’ and this group of people show strong glocal civic activism and relatively high intercultural skills. This group of participants showed positive scores in every criterion, but only 17% of teachers belong to this group.

4.2 GC TYPES AND GCED PERCEPTIONS

In order to analyze the relationship between GC types and GCED perceptions, one-way-ANOVA analysis was conducted. One-way analysis of variance (ANOVA) is a technique that compares means of more than three samples (Noh, 2014). Typically, it is used to test for differences among at least three groups⁸. Here, in order to compare the differences between 6 cluster groups, one-way ANOVA was conducted. Among the eight questions related to GCED perceptions, two categories were formed after conducting factor analysis. Question 1, 2, 3, 8 were categorized as ‘GCED attitude’ and Question 4, 5, 6, 7 were categorized as ‘GCED knowledge’

Table 4-3 Results of Factor Analysis

Question 1	Interest in the area	GCED attitude
Question 2	Acknowledging the necessity	
Question 3	Acknowledging the effect	

⁸ one-way ANOVA, 2016

Question 4	Knowledge of its goal	GCED knowledge
Question 5	Knowledge of sub-concepts of GCED	
Question 6	Having enough knowledge of related field	
Question 7	Self-efficacy of teaching in secondary school	
Question 8	Will to participate in future training	GCED attitude

After dividing these questions into two categories, the sum in each category was used to produce GCED scores. Due to this division, ANOVA analysis was conducted twice, once for GCED attitude and the other for GCED knowledge as dependent variable.

Table 4-4 GC Types and GCED Perception (ANOVA)

Dependent Variable	Group	Mean	Std. Deviation	F value/Sig.	
GCED Attitude	1.Sociable Citizen	15.5000	1.94569	12.625/0.000***	
	2.Responsible Citizen	14.4500	1.75339		
	3.Anti-intercultural	12.7941	1.82208		
	4.The Less Interested	13.6883	1.80102		
	5.Anti-political	15.8438	1.96927		
	6.Active Citizen	14.3360	2.21755		
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	229.793	5	45.959	12.625	0.000
Within Groups	877.316	241	3.640		

Total	1107.109	246			
GCED knowledge	1.Sociable Citizen	12.6818	2.37820	13.832/0.000***	
	2.Responsible Citizen	10.1750	2.43782		
	3.Anti- intercultural	8.3529	2.20031		
	4.The Less Interested	10.1948	2.16454		
	5.Anti-political	12.8125	2.71718		
	6.Active Citizen	10.0952	3.40595		
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	450.784	5	90.157	13.832	0.000
Within Groups	1570.884	241	6.518		
Total	2021.668	246			

* Significant at the $p < 0.05$ level

** Significant at the $p < 0.01$

*** Significant at the $p < 0.001$

As it is seen from the table above, there was a statistically significant difference between groups as determined by one-way ANOVA ($F(5,241) = 4.467, p = .000, F(5,.241) = 13.832, p = .000$). Particularly, group 1 ‘Sociable Citizens’ and ‘Anti-political Citizens’ had higher marks on both GCED attitude and knowledge. In both sections, ‘Anti-intercultural Citizens’ had the lowest score. Thus, the results show that teachers who belong to different types of global citizenship also have different GCED perceptions. Contrary to expectation, ‘The Less Interested group’ didn’t have the lowest score among the groups and ‘Anti-intercultural’ citizens did.

Table 4-5 The Results of Post Hoc Test (GCED Attitude) by Scheffé's Method

Citizenship Type I	Type J	Mean Difference (I-J)	Std. Error	Sig.
I	II	1.05000	0.50644	0.509
	III	2.70588*	0.52205	0.000
	IV	1.81169*	0.46124	0.010
	V	-0.34375	0.52842	0.995
	VI	0.59524	0.50214	0.923
	II	I	-1.05000	0.50644
III		1.65588*	0.44506	0.019
IV		0.76169	0.37187	0.523
V		-1.39375	0.45251	0.095
VI		-0.45476	0.42152	0.948
III		I	-2.70588*	0.52205
	II	-1.65588*	0.44506	0.019
	IV	-0.89419	0.39287	0.397
	V	-3.04963*	0.46992	0.000
	VI	-2.11064*	0.44016	0.001
	IV	I	-1.81169*	0.46124
II		-0.76169	0.37187	0.523
III		0.89419	0.39287	0.397
V		-2.15544*	0.40129	0.000
VI		-1.21645	0.36599	0.054
V		I	0.34375	0.52842
	II	1.39375	0.45251	0.095
	III	3.04963*	0.46992	0.000
	IV	2.15544*	0.40129	0.000
	VI	0.93899	0.44770	0.495
	VI	I	-0.59524	0.50214
II		0.45476	0.42152	0.948
III		2.11064*	0.44016	0.001
IV		1.21645	0.36599	0.054
V		-0.93899	0.44770	0.495

* The mean difference is significant at the 0.05 level.

A post-hoc test revealed that GCED attitude of citizenship type III (M = 12.8, SD = 1.8), anti-intercultural citizens, was statistically significantly lower compared to citizenship type I (M = 15.5, SD = 1.9, $p < .001$), II (M = 14.5, SD = 1.8, $p < .05$), V (M = 15.8, SD = 2, $p < .001$), and VI (M = 14.3, SD = 2.2, $p < .01$). There were no statistically significant differences between citizenship type III and IV ($p > .05$). Also, GCED attitude of citizenship type V, anti-political citizens, was statistically significantly higher than citizenship type III ($p < .001$) and IV ($p < .001$).

Table 4-6 the Results of Post Hoc Test (GCED Knowledge) by Scheffé's Method

Citizenship Type		Mean Difference (I-J)	Std. Error	Sig.
I	J			
I	II	2.50682*	0.67767	0.020
	III	4.32888*	0.69856	0.000
	IV	2.48701*	0.61720	0.007
	V	-0.13068	0.70709	1.000
	VI	2.58658*	0.67192	0.013
	II	-2.50682*	0.67767	0.020
II	III	1.82206	0.59554	0.100
	IV	-0.01981	0.49760	1.000
	V	-2.63750*	0.60551	0.003
	VI	0.07976	0.56405	1.000
	I	-4.32888*	0.69856	0.000
III	II	-1.82206	0.59554	0.100
	IV	-1.84186*	0.52570	0.034
	V	-4.45956*	0.62881	0.000
	VI	-1.74230	0.58899	0.124
	I	-2.48701*	0.61720	0.007

	II	0.01981	0.49760	1.000
	III	1.84186*	0.52570	0.034
	V	-2.61769*	0.53698	0.000
	VI	0.09957	0.48974	1.000
V	I	0.13068	0.70709	1.000
	II	2.63750*	0.60551	0.003
	III	4.45956*	0.62881	0.000
	IV	2.61769*	0.53698	0.000
	VI	2.71726*	0.59907	0.001
VI	I	-2.58658*	0.67192	0.013
	II	-0.07976	0.56405	1.000
	III	1.74230	0.58899	0.124
	IV	-0.09957	0.48974	1.000
	V	-2.71726*	0.59907	0.001

* The mean difference is significant at the 0.05 level.

A Scheffe post-hoc test for GCED knowledge also showed that citizenship type III (M = 8.4, SD = 2.2), anti-intercultural citizens, was statistically significantly lower compared to citizenship type I (M = 12.7, SD = 2.4, $p < .001$), IV (M = 10.2, SD = 2.2, $p < .05$), and V (M = 12.8, SD = 2.7, $p < .001$). There were no statistically significant differences between citizenship type III and II ($p = .100$) and between III and VI ($p = .124$). GCED knowledge of citizenship type V, anti-political citizens, was statistically significantly higher than citizenship type II (M = 10.2, SD = 2.4, $p < .01$), III ($p < .001$), IV ($p < .001$), and VI (M = 10.1, SD = 3.4, $p < .01$).

4.3 PERSONAL BACKGROUND AND GC TYPES

In order to examine the relationship between personal background variables and global citizenship types, a chi-square test was used. A chi-square test is any

statistical hypothesis test wherein the sampling distribution of the test statistic is a chi-square distribution when the null hypothesis is true⁹. Here, the null hypothesis is that there is no relationship between categorical variables. The chi-squared test is used to determine whether the difference between different categories is significant and it is usually additionally conducted while implementing cross tabulation analysis (Noh, 2014). The following is the outcome from the chi-square test.

Table 4-7 Personal background and GC types

		Total (N)	I (%)	II (%)	III (%)	IV (%)	V (%)	VI (%)	χ^2
Teaching subject	Ethics, social studies	31	0.0	20.0	6.1	14.3	9.4	16.7	(after combining cells) 30.291*
	Foreign languages	50	45.5	12.5	12.1	15.6	15.6	33.3	
	Math, science	71	9.1	37.5	39.4	29.9	25.0	23.8	
	Art, P.E., music	21	13.6	0.0	12.1	9.1	15.6	4.8	
	Other subjects	73	31.8	30	30.3	31.2	34.4	21.4	
Overseas experience	O	175	40.9	85.0	66.7	72.7	78.1	69.0	14.801*
	X	71	59.1	15.1	33.3	27.3	21.9	31.0	
Frequency of contacting foreigners	More frequent than once or twice a month	28	9.1	10.0	0.0	3.9	15.6	34.2	(after combining cells) 21.293*
	Once or twice	62	40.9	15.0	18.2	26.0	34.4	24.4	

⁹ Chi-square test, 2016

	a year							
	Almost never	155	50.0	75.0	81.8	70.1	50.0	41.5

* Significant at the $p < 0.05$ level.

In chi-square test, at least 80% of the cells must have expected counts higher than 5 (Noh, 2014). However, in several categories, it turns out that they have expected counts less than 5. Therefore, in 4 out of 11 variables, several cells were combined to make the outcome more reliable. The grey parts of Table 4-6 show the cells that are combined. As a result of chi-square tests, it was revealed that there is a significant association between teaching subject and GC types (chi-square = 30.291, $df = 15$, $p = 0.011$) between overseas experience and GC types (chi-square = 14.801, $df = 5$, $p = 0.011$), between frequency of contacting foreigners and GC types (chi-square = 21.293, $df = 5$, $p = 0.011$). Out of 11 personal factors, here only three factors, which turned out to have a significant relationship with GC types, were presented. In the case of school with special curriculum (9 out of 247) and teacher study group experience (5 out of 247), an insufficient number of teachers are related, so it is concluded statistically insignificant and the data was not used for further analysis. Considering a significant probability value, teaching subject, experience of living abroad and frequency of contacting foreigners were statistically meaningful variables related to the clustering.

In type I, Sociable Citizens, who have the strongest intercultural skills in regard to teaching subject, the foreign language teachers were the largest group, constituting 45.5% of the category. Although almost half of the group was

composed of foreign language teachers, the percentage of people who have not traveled abroad was also the highest. Though it didn't turn out to be statistically meaningful, the percentage of teachers who received GCED training was the highest in this group.

In type II, Responsible Citizens, more than half of teachers had a teaching experience of 11 to 20 years and the largest group in this cluster was math and science teachers, which consisted of 37.5%. 87.5% of them were high school teachers and 85.0% of this type of citizens had experience of staying abroad. However, 75% of the group said they almost never contact foreigners on a daily basis.

Type III, Anti-intercultural, had almost 40% of math and science teachers, who were the biggest group in this cluster. None of the participants in this group responded they were contacting foreigners more than once or twice a month. Also, the majority of them answered they almost never meet foreigners. The percentage of people who received GCED teacher training was only 2.9% and it was the lowest among the six types.

Type IV and type V, which are 'the less interested' and 'anti-political citizens', had many characteristics in common in terms of the personal variable statistics of the members of each group. The biggest groups of both clusters were the teachers who teach other subjects, 31.2% and 34.4% respectively. The largest portion of teachers who teach other subjects are Korean language teachers and the second

largest group is information and computer teachers. The percentage of teachers with above university degrees was comparatively lower in both types, 37.7% and 34.4% respectively (see Appendix B). However, the percentage of respondents who meet foreigners more frequently than once or twice a month was much lower in type IV than type V.

The last type, Active Citizens, consist of younger teachers or less experienced teachers compared to other types. In terms of teaching subject, foreign language teachers were the biggest group in this cluster. The frequency of contacting foreigners more than once or twice was the highest in this type.

In regards to teaching subject, foreign language teachers constitute the largest group both in type I and VI since 45.5% of them belong to Sociable Citizens and 33.3% of them consist of Active Citizens. On the other hand, although 37.5% of math and science teachers occupies Responsible Citizens, 39.4% of them, a large proportion, are part of the Anti-intercultural group. The largest group in both The Less Interested and Anti-political Citizens was the teachers who teach other subjects, which consists of 'Korean language' and 'information and computer' teachers, 43% and 25%, respectively.

Living abroad or traveling abroad is also considered to affect the clustering of teacher citizenship types and the largest number of teachers answered they had the experience of living abroad in the Responsible Citizens group, whereas the opposite case was true in the Sociable Citizens group. The frequency of contacting

foreigners on a daily basis also mattered. The result was easy to expect since the Anti-intercultural group marked the highest percentage of contacting foreigners ‘almost never’ and 0% of this group was having the chance of contacting foreigners more than once or twice in a month. On the other hand, in the case of active citizens, 34% of the respondents answered that they meet foreigners more frequently than once or twice in a month on a regular basis, which is the highest percentage among other groups.

4.4 PERSONAL BACKGROUND AND GCED PERCEPTIONS

4.4.1 GCED attitude

Multiple regression analysis was used to predict GCED attitude depending on personal background factors. Regression analysis is an analytical method that estimates the relationship between independent variables and a dependent variable. This is a method of measuring how a change of one variable can affect another. It is used when there is a need to infer the causal relationships between variables (Noh, 2014). In this research, multiple regression analysis was conducted to examine the relationship between GCED perceptions and various potential predictors. GCED perceptions are divided into two categories: GCED attitude and GCED knowledge.

Table 4-8 Personal Variables and GCED Attitude

	Unstandardized Coefficients	Standardized Coefficients				

	B	Std. Error	β	T	Sig.	Durbin-Watson	R ²
Teaching years	.499	.197	.203	2.532	.012	2.002	0.143
Frequency of contacting foreigners	.569	.281	.174	2.027	.044		

The multiple regression model with all eleven predictors produced $R^2 = .143$, $F(15,163) = 1.818$, $p < .05$. Out of 11 predictors, it was found that only teaching years and frequency of contacting foreigners significantly predicted the respondents' attitude toward GCED. The coefficient for each case was 0.203 and 0.174, which means compared to the frequency of contacting foreigners, career experience affects GCED attitude more. The more teaching experience teachers have, the more they are likely to have positive attitudes toward GCED. Likewise, the more frequently they meet foreigners on a regular basis, the more they are likely to perceive GCED positively.

4.4.2 GCED knowledge

In the same way, the relationship between personal variables and GCED knowledge level was analyzed conducting multiple regression analysis.

Table 4-9 Personal Variables and GCED Knowledge

	Unstandardized Coefficients		Standardized Coefficients				
	B	Std. Error	β	T	Sig.	Durbin-Watson	R ²

Ethics & Social Studies (dummy)	2.171	.782	.235	2.775	.006	2.054	0.161
Teacher Training (dummy)	1.712	.754	.178	2.271	.024		

In terms of GCED knowledge, out of eleven predictors, teaching subject and teacher training were the only variables that could predict GCED knowledge level. The results of the regression indicated the two predictors explained 16.1% of the variance ($R^2=.161$, $F(15,162)=2.071$, $p < .05$). The impact was 0.235 and 0.178, respectively, which means teaching subject has the most impact on teachers' GCED knowledge. Among the teaching subjects, ethics and social studies teachers had the most knowledge on GCED. This may be because in ethics and social studies there is already content that is related to GCED themes or that can be applicable to GCED class by restructuring the content.

4.5 GCED IMPLEMENTATION AND OBSTACLES

Among 253 respondents (including 9 invalid samples), 20 people were actually implementing GCED in their school. Although the number was insufficient to be statistically meaningful, the statistical description is as follows:

Frequency of Implementation

Table 4-10 How often do you practice GCED class?

Frequency of implementation	Number of respondents	Percentage
More than once a week	3	1.2(%)
More than once two weeks	3	1.2

More than once a month	3	1.2
More than once a semester	8	3.2
More than once a year	3	1.2
Total	20	7.9

Out of 253 samples, only 20 respondents answered they were carrying out GCED classes, which was 8 % of the total. Besides, only 9 out of those 20 people were implementing GCED classes more than once a month.

Ways of GCED Implementation

Table 4-11 What kind of class hours do you use to implement GCED class?

Ways of Carrying out GCED Classes	Frequency	Percent
Through regular class hours	11	4.3
Through class for cross-curricular themes	3	1.2
Using class for creative experiential learning activities	3	1.2
Utilizing after-school club activities	2	0.8
Others	1	0.4
Total	20	7.9

More than half of participants who actually carried out GCED classes were using hours of regular curriculum, which means it was usually taught through existing school subjects. Some teachers taught GCED through class hours for cross-curricular themes or creative experiential learning activities. After-school club activity was also used for GCED classes as well. There was one teacher who responded he or she was applying GCED in morning or afternoon sessions, which

lasts only 10 to 20 minutes, with their homeroom class as an opportunity to introduce GCED.

Will to Introduce GCED in the Future

Table 4-12 Are you willing to implement GCED class in the future if you are not currently teaching GCED?

	Frequency	Percent
Willing to implement GCED	138	71.9
Not willing to implement GCED	54	28.1
Total	192	100.0

71.9% of respondents were willing to introduce GCED to their students while only 8.2% of respondents were actually implementing GCED in their schools. It signifies that there are positive perceptions on GCED among current in-service teachers. Therefore, with proper guidance and training, more teachers are willing to teach GCED in their classes.

4.5.1 GC Types and Teachers' GC Implementation

In order to see if there is any relationship between GC types and implementation rate, cross tabulation analysis and chi-square tests were conducted. In total 244 out of 253 respondents answered this question. As it was mentioned already, only 8.2% of teachers were implementing GCED in their classrooms. The Anti-political Citizen type had the highest percentage of implementation within

clusters, which accounts for 30% of the whole implementation rate. However, the significance probability was above 0.05. Therefore, there was no statistical significance between GC types and GCED implementation. The null hypothesis was accepted and it was proven that there is no difference between these 6 clusters in regards to GCED implementation. However, the number of teachers who were implementing GCED was too small to make a strong inference out of this result.

4.5.2 GC types and Teachers' Will for GCED Implementation

Table 4-13 Cluster Number * Will to Implement GCED in the Future

	Will to implement			Total	
	Willing to implement		Not willing to implement		
Case Cluster Number	1	Count	13	2	15
		% within case cluster number	86.7%	13.3%	100.0%
	2	Count	18	10	28
		% within case cluster number	64.3%	35.7%	100.0%
	3	Count	13	14	27
		% within case cluster number	48.1%	51.9%	100.0%
	4	Count	44	16	60
		% within case cluster number	73.3%	26.7%	100.0%
	5	Count	17	5	22

		% within case cluster number	77.3%	22.7%	100.0%
	6	Count	28	6	34
		% within case cluster number	82.4%	17.6%	100.0%
Total		Count	133	53	186
		% within case cluster number	71.5%	28.5%	100.0%
Chi-square tests p<0.05					

Since the significant probability is below 0.05, it can be said that different GC types have different level of will of implementation. Among the six groups, Group 1, which is ‘Sociable Citizens,’ who are interested in intercultural communication, had the strongest will to implement GCED in the future. On the other hand, Group 4, The Less Interested, showed the lowest number in terms of future GCED implementation.

4.5.3 Personal Background and the will of GCED implementation

Gender

248 samples were processed. As the following tables show, the p-value is below 0.05. Therefore, the data indicate that gender makes a difference in regard to GCED implementation. In the case of male teachers, 85.7% of teachers are willing to implement GCED in the future, whereas in the case of female teachers, 66.9% of

respondents are willing to implement GCED later. This result indicates that the gender of teachers and the will of GCED implementation have some relationship.

Table 4-14 Gender * Will to Implement GCED in the Future

			Willing to implement	Not willing to implement	
Gender	Male	Count	42	7	49
		% within gender	85.7%	14.3%	100.0%
	Female	Count	95	47	142
		% within gender	66.9%	33.1%	100.0%
Total		Count	137	54	191
		% within case gender	71.7%	28.3%	100.0%
Chi-square tests: p<0.05					

Teaching Subject

Table 4-15 Teaching Subject * Will to Implement GCED in the Future

			Willing to implement	Not willing to implement	
Teaching subject t	Ethics, social studies	Count	16	2	18
		% within the subject	88.9%	11.1%	100.0
	Foreign language	Count	36	4	40
		% within the subject	90.0%	10.0%	100.0
	Math, science	Count	34	26	60
		% within the subject	56.7%	43.3%	100.0

	Art, music, P.E.	Count	14	4	18
		% within the subject	77.8%	22.2%	100.0
	Other subjects	Count	38	18	56
		% within the subject	67.9%	32.1%	100.0
Total		Count	138	54	192
		% within the subject	71.9%	28.1%	100.0
Chi-square tests: $p < 0.05$					

In the case of teaching subject, the p-value was .002, which was below 0.05, which indicates that there is a significant difference between teachers with different teaching subjects in terms of the will to implement GCED in the future. Foreign language teachers showed the strongest tendency to implement GCED in the future whereas math and science teachers were not willing to introduce GCED in the classroom. The characteristics of teaching subject were reflected on the willingness of GCED implementation.

Teacher Training

Table 4-16 Teacher Training * Will to Implement GCED in the Future

			Will to implement		Total
			Willing to implement	Not willing to implement	
GCED Teacher training	Yes	Count	13	3	16
		% within "yes"	81.3%	18.8%	100.0
	No	Count	124	51	175

		% within "No"	70.9%	29.1%	100.0
Total	Count		137	54	191
	% within teacher training		71.7%	28.3%	100.0
Chi-square tests: p>0.05					

Although according to the chi-square test the difference was insignificant, statistically speaking, those who received GCED teacher training were more willing to implement GCED in the future by 10.4%. However, only 16 out of 191 participants who answered the question received GCED teacher training. Therefore, the number was too small to make a strong inference.

Overseas Experience

Table 4-17 Overseas Experience * Will to Implement GCED in the Future

			Will to implement		Total
			Willing to implement	Not willing to implement	
Have you ever travelled/worked/lived abroad?	Yes	Count	106	37	143
		% within "Yes"	74.1%	25.9%	100.0
	No	Count	32	16	48
		% within "No"	66.7%	33.3%	100.0
Total		Count	138	53	191
		% within Yes & No	72.3%	27.7%	100.0

Chi-square tests: $p > 0.05$

The results in Table 4-17 show that teachers who have overseas experience are slightly more likely to implement GCED in the future. However, according to the chi-square test, the difference between these two groups is not statistically significant and a null hypothesis is accepted.

Among personal variables, whether the teacher works for schools with special programs such as UNESCO Associated School Project Network, ESD, multicultural programs, GCED programs, and whether the teacher is attending teachers' study groups for GCED were not analyzed due to the lack of positively answered respondents.

4.5.4 Obstacles and Improvements to be made

Table 4-18 Obstacles to GCED implementation

		Responses	
		N	Percent
Obstacles	Teachers' lack of knowledge and skills	50	21.0
	Teachers' lack of motivation	9	3.8
	Lack of suitable resources	21	8.8
	Hostile educational environment to GCED	67	28.2
	Lack of educational policy toward GCED	38	16
	Ambiguity of positioning in national curriculum and difficulty in attaining class hours	51	21.4
	Others	2	0.8
Total		238	100.0

With regard to obstacles when pursuing GCED, 28.2% of respondents

answered that a ‘hostile educational environment to GCED’ was the biggest problem, followed by 21.4%, who responded ‘ambiguity of positioning in national curriculum and difficulty in attaining class hours’ is the problem, and 21%, who answered ‘teachers’ lack of knowledge and skills’ is the main obstacle. Considering the secondary school environment, teachers seem to consider there’s no room to include GCED in an already compressed curriculum. Ambiguity of the positioning of GCED, difficulty in attaining class hours and teachers’ lack of knowledge and skills were also considered as major hindrances. For other opinions, respondents answered that there is lack of acknowledgement of the concept, unclear content, lack of interest and preparation.

Table 4-19 The Needs of Teachers

		N	Percent
What needs to be improved	Attaining class hours for GCED	34	13.9
	Developing textbooks and teaching materials	24	9.8
	Providing teacher training	29	11.8
	Developing related policies and educational programs	71	29
	Developing assessment tools	1	.4
	Establishing proper educational environment to enhance global citizenship	83	33.9
	Others	3	1.2

Total	245	100.0
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Regarding improvements to be made, there was consistency from the previous question on the questionnaire. ‘Establishing proper educational environment to enhance global citizenship’ was the answer that was chosen by the most respondents. 33.9% of respondents said that a proper educational environment for GCED is needed to facilitate GCED in Korea. The second most frequent answer was that policy regarding GCED needs to be developed and so does educational programs. For other answers, ‘character education is necessary,’ ‘more preparation is needed,’ and ‘more fund to support is needed’ appeared.

This chapter has reported the outcomes of the statistical analysis of the survey responses. The results were arranged following the sequence of research questions presented in the introduction. The statistical analysis showed what kind of global citizenship types Korean teachers have, what variables affect teachers citizenship types and GCED perceptions, and finally what kind of obstacles Korean secondary school teachers are perceiving. The following chapter will discuss the significant findings of this study based on the data presented in this chapter.

CHAPTER 5. DISCUSSION

It is widely accepted that preparing students for this highly complex and uncertain world is an essential task for future education (Dill, 2013) and global citizenship education is gaining popularity in the international society. Following this recent movement, the Korean government is also trying to incorporate global citizenship education into its public education in order to equip Korean students with global competence. Before any educational policy is implemented, it is essential for teachers as main deliverers of the policy to be prepared. This study seeks to gain understanding of Korean teachers' global citizenship types and their perceptions of GCED at the initial stage of GCED implementation. This final chapter presents main issues, interpretations and recommendations for future studies.

5.1 SUMMARY OF FINDINGS

This research is to see whether secondary school teachers are ready to implement GCED in public schools in the midst of all the movements to include it not only in the non-public education sector, but also in the Korean public education sector. This research, first, tries to provide global citizenship types of Korean secondary school teachers by categorizing them. Also, this paper intends to find out the relationship between global citizenship types and teachers' perspectives on GCED. In addition to that, this research is designed to figure out the relationship between personal background factors and teachers' global citizenship types/GCED

perceptions. Additionally, it seeks to investigate other differentiating factors that affect teachers' GCED implementation. Finally, it deals with what kind of improvements need to be implemented in order to facilitate GCED implementation.

In this study, Korean secondary school teachers in Incheon were divided into 6 categories according to their citizenship characteristics from type I to VI, and they were named according to the characteristics they share: Sociable Citizens, Responsible Citizens, Anti-intercultural Citizens, The Less Interested, Anti-political Citizens, and finally, Active Citizens. The largest group among the six categories was 'The Less Interested', which accounted for 31.17% of the respondents. 'The Less Interested' group showed little interest in the issues of social responsibility, global knowledge, intercultural communication and political involvement. In other words, this group showed lack of social responsibility, global competence and global civic engagement, which are three elements of the conceptual model of Morais & Ogden (2011).

This research looked at the relationship between teachers' personal GC types and their GCED perception level. GCED perception was largely divided into two categories: GCED attitude (teachers' attitude toward GCED) and GCED knowledge (knowledge and self-efficacy). Each cluster group had distinctive differences in regard to GCED scores. Sociable citizens and anti-political citizens marked higher scores in both of areas compared to other citizen types. 'Anti-intercultural' had the lowest score both in GCED attitude and knowledge.

When it comes to personal background factors, teaching subject, having the experience of staying abroad (traveling, living or working) and the frequency of contact with foreigners mattered in deciding global citizenship types. However, duration of staying abroad didn't have a meaningful influence on the result. Foreign language teachers made up the most part of sociable citizens and active citizens. The Anti-intercultural group, which marked the lowest score on GCED perceptions, rarely had contact with foreigners, while Active Citizens had the highest frequency of contact with foreigners. To figure out the impact of personal background factors on GCED perceptions, multiple regression analysis was implemented. According to the results, the number of teaching years and frequency of contacting foreigners affected teachers' attitude toward GCED, and teaching subject and teacher training experience had an impact on teachers' knowledge on GCED area.

The biggest challenge that secondary school teachers seem to face is an inadequate educational environment to enhance global citizenship in their current school environment. Thus, the urgent task, which was also suggested by the survey participants, is to establish an educational environment where teachers can freely pursue global citizenship education. Considering the current Korean educational environment, which puts too much emphasis on university entrance exams, teachers seem to acknowledge that it should be changed.

5.2 DISCUSSION OF FINDINGS

Main issues

1. *Almost one third of secondary school teachers in Incheon were not interested in GCED related concepts.* According to this study, more than 30% of the teachers belonged to 'The Less Interested' group. 'Active Citizens' made up only 17% of the respondents. Therefore, it seems that teachers in general are not ready to implement GCED, and at the end of 2015, only 20 teachers out of 253 responded they were implementing GCED.

2. *In regard to personal background variables, more experienced teachers turned out to be more open-minded toward GCED.* As a result of multiple regression between the number of teaching years and attitude toward GCED, the number of teaching years had a statistically significant impact on GCED attitude.

3. *Experience of staying abroad or duration of staying abroad was expected to affect GCED perceptions, but it did not make any significant difference.* In multiple regression analysis, these two variables turned out to have an insignificant impact on both GCED attitude and knowledge.

4. *The Anti-intercultural group rarely have contact with foreigners while Active Citizens have the highest frequency of contact with foreigners.* As it was mentioned earlier, the Anti-intercultural group had the lowest score both in GCED attitude and knowledge. They marked the highest percentage of contacting foreigners 'almost never' and 0% of this group was having the chance of contacting

foreigners more than once or twice a month. On the other hand, in the case of active citizens, 34% of the respondents answered that they meet foreigners more frequently than once or twice a month on a regular basis, which is the highest percentage among other groups.

5. Among citizenship types, the Anti-political type ranked the highest in terms of GCED perception scores. Considering personal variables of this group and factor analysis results, this was the least expected group to rank the highest. However, in terms of global knowledge and attitudes, the group had the highest score. The second highest score was owned by sociable citizens, but their global knowledge level was low when cluster analysis was conducted. In addition, it was odd that The Less Interested type didn't have the lowest score on GCED perceptions, but Anti-intercultural Citizens did.

Interpretations of the Issues

1. Almost one third of secondary school teachers in Incheon were not interested in GCED related concepts. Although Incheon was the host city of the 2015 World Education Forum, where global citizenship education was promoted as one of the goals of SDGs, the majority of teachers in Incheon were not interested in GCED or they were not aware of what the goal of GCED is.

2. In regard to personal background variables, more experienced teachers turned out to be more open-minded toward GCED. One of possible reasons why this

phenomenon occurs is that more experienced teachers have better opportunities to participate in GCED training courses. Workshops and training courses for GCED have been provided by APCEIU and regional educational offices to selected teachers from each region. Those selected teachers are usually teachers with good teaching practices and with a certain amount of teaching experience. It is also possible that in the Korean educational environment, more experienced and elder teachers have less burden in terms of administrative work and therefore they can have more time to look at alternative educational content.

3. Experience of staying abroad or duration of staying abroad was expected to affect GCED perceptions, but it did not make any statistically significant difference.

However, it is noticeable that having overseas experience has an impact on deciding global citizenship types. It is assumed that having the experience of staying abroad affects what type of citizenship the person has, and in doing so, it has an indirect impact on GCED perceptions since the findings of this study show that global citizenship types affect GCED perceptions. In terms of duration of staying abroad, those who stayed for more than 5 years received the highest score in GCED attitude, but the second highest place was taken by those who stayed abroad for 6 months to one year. Therefore, GCED attitude level is not in direct proportion to the duration of staying abroad. Regarding GCED knowledge, those who stayed abroad for more than 5 years had the highest score in GCED knowledge, but the scores were not in direct proportion to the duration.

4. *The Anti-intercultural group rarely have contact with foreigners while active citizens have the highest frequency of contact with foreigners.* In addition, overseas experience was one of the most statistically meaningful variables in deciding teachers' GC types. The data suggests that there is some truth to claims that teachers need to be exposed to foreign cultures, and having chances to meet foreigners on a regular basis could be helpful in attaining a positive attitude toward global citizenship education and adequate knowledge to carry out GCED classes.

5. *Among citizenship types, the Anti-political type ranked the highest in terms of GCED perception scores.* The reason why this kind of result occurred can be another topic for future research. Here, it is assumed that perhaps the set of questions that assessed global citizenship level and the set of questions that assessed GCED perceptions were not measuring the same aspect. For instance, in terms of global knowledge, GC questions were indicating very specific incidents that happened in the educational area while the questions that measured GCED knowledge were asking whether they think themselves are knowledgeable enough. Therefore, without proper knowledge, the respondents might have answered they were knowledgeable enough because they felt that way. Looking at personal variables of the group brings out more surprises. In regard to teaching subject, the largest group was the teachers who teach 'other subjects', and the main subject among these other subjects was Korean. Only 25% of teachers in this group, anti-political citizens, were teaching ethics and foreign languages, which is comparatively low. Also, the frequency of contacting foreigners was lower than

other groups. Nevertheless, GCED perceptions in terms of attitude and knowledge were the highest among the six groups, and considering the variables that turned out to make significant differences, the results seem very odd. However, The Less Interested showed the lowest number in terms of will for future GCED implementation.

5.3 RECOMMENDATIONS FOR FUTURE RESEARCH

Limitations of the Study

Like most studies and experiments, this study also has some limitations. Therefore, when the results are interpreted, the limitations should be considered. First, in terms of survey questionnaire, questions on global citizenship are constructed followed by questions on GCED. Therefore, it is possible that respondents learned about the importance of global citizenship or the content of it while answering GC questions before they answer the questions on GCED. The second limitation is that in the question as to whether they acknowledge the goal of GCED, many respondents answered they didn't know the goal of GCED. However, the majority of the respondents agreed that there is the need of GCED. It is possibly that those who answered there was need for GCED actually didn't know what GCED is. Lastly, the research was conducted only in Incheon and although Incheon Metropolitan City is quite a large city, in fact the 3rd largest city in Korea

in terms of its population, it is still difficult to generalize the results for the whole nation.

Recommendations

Therefore, in order to gain more generalizable results, by catering for the limitations of this study, the following recommendations are made for future research. First of all, sampling should be done nationwide and the number of samples should increase. This needs to be done for the purpose of generalization. Second, survey questions should be arranged so that the result of learning may not happen while answering the questionnaire. Next, survey questions that are supposed to measure certain factors should measure the same quality throughout the survey questionnaire consistently. Also, if there had been more questions to measure GC and GCED in various qualities, the survey questionnaire would have been more accurate. Finally, it will be more helpful to generalize the results if the sampling process is done in a more equally distributed way in terms of regions. Even though initially the researcher tried to figure out what influences teachers' implementation on GCED, there were only a few teachers who were actually implementing it. Because of that, it was not desirable to analyze the facilitating factors on GCED implementation. However, once GCED becomes a more popular theme for educators, the investigation on facilitating factors of the GCED implementation could be touched upon in the future. Additionally, the content of

GCED can be another topic to explore since who decides what GCED should include in their classroom practice is quite a controversial issue (Davies, 2006).

This study provides the brief picture of secondary school teachers' global citizenship types and their perceptions on global citizenship education. Since the research only covers the teachers in Incheon, it might be difficult to generalize the results to nationwide scope. However, this could provide academics and policymakers with a reference. Even though now is the initial stage of GCED implementation, as time goes by, there will be many interesting topics to tackle in regard to global citizenship education. The next chapter will address the significance of this research and wrap up this study.

CHAPTER 6. CONCLUSIONS

Research into global citizenship education and teachers' perception toward GCED in Korea is at an initial stage. As a result, there hasn't been much research on this area. This study applied recently developed global citizenship scales to Korean secondary public school teachers in order to provide understanding of teachers' citizenship types and their perceptions. This research seeks to investigate teachers' citizenship types, the relationship between citizenship types and GCED perceptions, personal background factors that affect GC types, GCED perceptions and GCED implementation. Additionally, this study aims to find out what the obstacles of GCED implementation are and how to improve the situation.

The findings of this research reveal that secondary teachers in Incheon have relatively low interest in global citizenship education and in social responsibility as global citizens. The outcome of this study highlights the significance of the influence of teachers' global citizenship types on teachers' GCED perceptions. This study suggests that teachers should be more exposed to foreign cultures and have frequent contacts with foreigners, since this seems to affect teachers' attitude toward GCED positively. The results of this study also show that teacher training affects teachers' GCED knowledge positively. Currently, only a small portion of teachers are implementing GCED in their classrooms, but in order to facilitate GCED implementation, transforming the school environment seems to be the most urgent task.

In this globalized world, teachers are required to be equipped with an intercultural understanding and sensitivity toward human rights, and they are also expected to have global citizenship (Yoo, 2015). As Gibson & Reysen's (2013) research indicates, teachers' perceptions on global citizenship and their worldview affect the outcomes of global citizenship education. In chapter 1.1, it was mentioned that this research was initiated with the question, "Are teachers ready to implement GCED in public schools?" The outcomes of this research indicate that, although the majority of teachers acknowledge the new global demand regarding global citizenship education, they are not confident enough to carry out GCED. In terms of the three elements of global citizenship, they have a strong sense of social responsibility, but lack global competence and global civic engagement. Though the data in this research was drawn only from Incheon Metropolitan City, South Korea, the outcomes from the study are expected to provide some insights for educators and policy-makers anywhere who are concerned with the future demands of education.

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APPENDICES

Appendix A: Survey questionnaire

세계시민교육에 대한 인천시 중등교사의 인식 조사

안녕하세요, 선생님? 다음 설문은 최근 장려되고 있는 세계시민교육에 대한 인천시 중등교사의 인식을 알아보기 위한 연구입니다. 본 연구는 무기명 참여를 원칙으로 합니다. 본 연구 참여로 인해 어떠한 피해나 불이익이 가지 않을 것이며, 여기에 적혀진 개인 정보 일체는 참가자의 동의 없이 외부로 유출되거나, 연구 목적 이외에 절대 사용되지 않음을 약속합니다. 귀중한 시간을 내어 본 설문에 답해주셔서 깊이 감사드립니다.

2015. 12.

서울대학교 교육대학원 글로벌교육협력학과 전공생

(인천 남동중 교사) 서현아 올림.

※ 다음 질문을 읽고 선생님에게 해당하는 난에 √표 해주시기 바랍니다.

A. 설문 참가자 정보

1. 성별: 1) 남 () 2) 여 ()

2. 교직 경력: 1) 0~5 년 () 2) 6~10 년 () 3) 11~20 년 () 4) 21 년 이상 ()

3. 담당 과목:

1) 도덕, 사회과 () 2) 외국어과 () 3) 수학, 과학과 () 4) 예체능과 ()

5) 그 외 교과 (과목: _____)

4. 근무 학교: 1) 중학교 () 2) 고등학교 ()

5. 해외에서 여행/근무/거주했던 경험이 있습니까?

1) 있다 () 2) 없다 ()

-> 해외에서 여행/근무/거주했던 경험이 있다면, 그 기간이 모두 합쳐 얼마나 됩니까?

1) 0~6 개월 미만 () 2) 6 개월 이상 ~1 년 미만 () 3) 1 년 이상 2 년 미만 ()

4) 2 년 이상 5 년 미만 () 5) 5 년 이상 ()

6. 현재 본인의 최종 취득학위는 무엇입니까?

1) 학사 () 2) 석사재학 중 () 3) 석사 졸업 () 4) 박사 재학 중 () 5) 박사 졸업 ()

7. 평소 외국인과의 실제 접촉(만나서 최소한 대화나누기 이상) 빈도가 얼마나 있습니까?

1) 거의 매일 () 2) 일주일에 한 번 정도 () 3) 한 달에 한두 번 정도 () 4) 일 년에 한두 번 정도 () 5) 거의 접촉할 기회가 없음 ()

8. 다문화 가정의 자녀를 가르쳐 본 적이 있습니까?

1) 있다 () 2) 없다 ()

9. 선생님께서 근무하시는 학교가 다문화 중점학교/세계시민교육 중점학교/유네스코 협동학교에 해당됩니까?

1) 해당된다 () 2) 해당되지 않는다 ()

10. 세계시민교육 관련 연수를 받은 적이 있습니까?

1) 있다 () 2) 없다 ()

11. 세계시민교육 관련 연구활동 (세계시민교육 연구회나 교사학습 동아리 등)에 참여하고 있습니까?

1) 참여한다 () 2) 참여하지 않는다 ()

B. 세계시민의식

※ 선생님의 견해와 가장 가까운 곳에 √해 주십시오.

번호	문항내용	매우 그렇다	그렇다	보통이다	그렇지 않다	전혀 그렇지 않다.
1	내가 생각하기에 우리가 살아가는 세상에는 불공평한 일이 많다.					
2	나는 세계의 어떤 사람(집단)이 다른 사람(집단)보다 더 많은 기회를 가지면 안 된다고 생각한다.					
3	나는 우리나라의 이익/가치와 국제사회의 공동선/윤리가 충돌할 때 국제사회의 공동선/윤리가 우선이 되어야 한다고 생각한다.					
4	나는 세계의 가난(빈곤)문제, 환경문제, 불평등 문제를 해결하는 것에 책임감을 느낀다.					
5	해외 개발도상국 원조를 위한 국가 예산은 확대되어야 한다.					
6	나는 타문화 사람들과 함께 어울리는 것이 즐겁다.					
7	나는 타문화 사람들과 대화할 때 무의식적으로 나의 행동을 그들의 문화에 맞추어 변화시킬 수 있다.					
8	나는 2015 년에 개최된 인천 세계교육포럼에 대해 잘 알고 있다.					
9	나는 어느 문화나 나라에서도 잘 살아갈 수 있다는 자신감이 있다.					
10	나는 새천년개발목표					

	(Millenium Development Goals;MDGs)에 대해 잘 알고 있다.					
11	나는 종종 인터넷 사이트, SNS 나 신문, TV, 라디오 등에 환경, 사회, 정치 문제들에 대한 나의 의견을 표현한다.					
12	나는 향후 6 개월 안에, 전쟁, 가난, 환경파괴 등 세계의 문제를 해결하는 일에 참여할 것이다(자원봉사, 기부 등).					
13	나는 국제사회 이슈나 문제에 대하여 정부 또는 대중들이 관심을 가지고 행동에 옮길 수 있도록 청원활동을 하거나, 정부기관의 웹사이트에 글을 올리는 (또는 이메일) 활동을 한다.					
14	나는 세계의 가난한 사람들에게 도움이 될 수 있는 물건(공정무역 제품 및 소외 지역에서 생산된 제품)을 의도적으로 구매한다.					
15	나는 세계적으로 소외된 사람들이나 특정 지역을 착취하는 것으로 알려진 제품이나 브랜드를 보이콧(구매거부)한 적이 있다.					

C. 세계시민교육에 대한 인식

※ 선생님의 견해와 가장 가까운 곳에 √해 주십시오.

번호	문항내용	매우 그렇다	그렇다	보통이다	그렇지 않다	전혀 그렇지 않다.
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1	나는 평소에 세계시민교육에 대해 관심이 많다.					
2	나는 세계시민교육이 필요하다고 생각한다.					
3	나는 세계시민교육이 실제로 세계시민을 양성하는 데에 효과가 있을 것이라고 생각한다.					
4	세계시민교육의 목표를 알고 있다.					
5	세계시민교육 및 관련 교육분야(국제이해교육, 다문화교육, 지속가능발전교육, 국제개발교육, 평화교육, 인권교육 등) 각각의 개념을 잘 알고 있다.					
6	나는 세계시민교육을 실시할 만큼 충분한 관련 지식을 가지고 있다.					
7	나는 세계시민교육을 중/고등학생 대상으로도 충분히 가르칠 수 있다.					
8	나는 세계시민교육 관련 연수에 참가할 의지가 있다.					

9. 세계시민교육을 실제로 가르치고 계십니까?

1) 그렇다 () 2) 아니다 ()

-> ‘그렇다’에 응답하신 경우

9-1. 세계시민교육을 실시하는 빈도는 어느 정도입니까?

1)일주일에 한번 이상 2)이 주일에 한번이상 3)한 달에 한번 이상 4)한 학기에 한번이상 5)일 년에 한번 이상

9-2. 세계시민교육을 언제 실시하십니까?

1)정규과목 수업 2)범교과 주제학습 3)창의적 체험활동 4)방과후 동아리활동
5)기타()

->‘아니다’에 응답하신 경우

9-3. 세계시민교육을 실제로 가르치고 있지 않다면 앞으로 가르쳐볼 의지가 있습니까?

1) 그렇다 () 2) 아니다 ()

10. 현재 세계시민교육을 실천하는데 가장 큰 장애요소가 무엇이라고 생각합니까?
()

1) 교사의 교수 지식 및 기술 부족 2)교사의 의지부족 3)교수자료 부족

4) 세계시민의식 함양을 위한 교육적 환경 부족 5)세계시민교육 관련 교육정책 부족

6) 정규교육과정 내 세계시민교육 위치 불명확 및 수업시간 확보 어려움

7) 기타 ()

11. 앞으로 세계시민교육을 활성화하는데 가장 필요한 요건이 무엇이라고 생각합니까? ()

1) 세계시민교육관련 수업시수 확보 2)교과서 및 교수자료 개발보급

3)세계시민교육관련 교사연수 제공 4)세계시민교육관련 다양한 정책 및 교육프로그램 개발 5)세계시민역량 평가방법 개발 6) 세계시민의식 함양에 필요한 교육환경 조성 7)기타 ()

감사합니다.

Appendix B: Statistical Description

Table - Personal Background and GC Types

		Total (N)	I (%)	II (%)	III (%)	IV (%)	V (%)	VI (%)

		Total (N)	I (%)	II (%)	III (%)	IV (%)	V (%)	VI (%)
N		247	22	40	34	77	32	42
Gender	M	59	31.8	25.0	32.4	23.7	21.9	14.6
	F	186	68.2	75.0	67.6	76.3	78.1	85.4
Teaching experience	0~5 years	36	18.2	5.0	14.7	13.0	12.5	26.2
	6~10 years	56	31.8	22.5	29.4	19.5	28.1	14.3
	11~20 years	101	27.3	55.0	35.3	46.8	31.3	35.7
	More than 20 years	54	22.7	17.5	20.6	20.8	28.1	23.8
Teaching subject	Ethics, social studies	31	0.0	20.0	6.1	14.3	9.4	16.7
	Foreign languages	50	45.5	12.5	12.1	15.6	15.6	33.3
	Math, science	71	9.1	37.5	39.4	29.9	25.0	23.8
	Art, P.E., music	21	13.6	0.0	12.1	9.1	15.6	4.8
	Other subjects	73	31.8	30	30.3	31.2	34.4	21.4
School level	middle school	72	40.9	12.5	30.3	31.2	28.1	35.7
	high school	174	59.1	87.5	69.7	68.8	71.9	64.3
Experience of living abroad	O	175	40.9	85.0	66.7	72.7	78.1	69.0
	X	71	59.1	15.1	33.3	27.3	21.9	31.0
Duration of staying abroad	0~ less than 6 months	134	70.0	77.1	78.3	83.9	76.0	55.2
	6 months~ less than a year	18	0.0	8.6	13.0	7.1	8.0	20.7

		Total (N)	I (%)	II (%)	III (%)	IV (%)	V (%)	VI (%)
	1 year ~ less than 2 years	17	10.0	14.3	8.7	3.6	8.0	17.2
	2 years~ less than 5 years	7	7.0	0.0	0.0	3.6	4.0	6.9
	5 years ~	2	2.0	0.0	0.0	1.8	4.0	0.0
Degree acquired	University level	135	40.9	52.5	52.9	62.3	65.6	42.9
	Above university level	112	59.1	47.5	47.1	37.7	34.4	57.1
Frequency of contacting foreigners	More frequent than once or twice in a month	28	9.1	10.0	0.0	3.9	15.6	34.2
	Once or twice in a year	62	40.9	15.0	18.2	26.0	34.4	24.4
	Almost never	155	50.0	75.0	81.8	70.1	50.0	41.5
Experience of teaching students from multicultural family background	Yes	133	63.6	50.0	58.8	54.5	53.1	47.6
	No	114	36.4	50.0	41.2	45.5	46.9	52.4
Teacher training experience	Yes	26	18.2	10.0	2.9	13.0	12.5	7.1
	No	220	77.3	90.0	97.1	87.0	87.5	92.9

국문초록

중등교사의 세계시민성 유형과 세계시민교육에 대한 인식분석

세계화로 인해 변화된 삶의 환경으로 인해 국제기구와 교육가들은 오늘날의 청소년들을 미래에 대해 준비시키고자 새로운 교육 패러다임을 추구하게 되었다. 새천년개발목표(MDGs) 이후의 목표를 논의하면서 국제기구와 여러 국제NGO는 2030년까지 달성할 목표인 지속가능발전목표(SDGs) 중 하나로 세계시민교육을 포함하게 되었다. 이 연구는 이러한 세계적 흐름 속에서 한국의 중등교사들의 세계시민유형과 세계시민교육에 대한 그들의 인식을 조사하는 것을 목표로 하고 있다. 따라서 이 연구는 교사들의 세계시민유형을 분류한 후 이 유형과 세계시민교육에 대한 인식과의 관계를 살펴보았다. 또한 세계시민유형과 세계시민교육에 대한 인식에 영향을 미치는 개인배경요인을 검토해보았다. 마지막으로 교사의 세계시민교육의 실천에 있어서 영향을 미치는 장애물이 무엇인지 살펴보고, 세계시민교육의 활성화를 위한 개선점을 확인해보았다. 즉, 이 연구를 통해 국제사회와 한국정부가 세계화의 흐름 속에서 세계시민교육을 확대를 추진하고 있는 가운데 한국 중등교사들의 세계시민교육에 대한 준비 정도를 살펴보고자 한다.

인천지역의 중등교사들의 세계시민유형과 세계시민교육에 관한 인식에 대해 전반적인 이해를 얻고자 양적 연구, 그 중에서도 설문지 기법이 사용되었다. 7개의 학교와 2번의 교사연수로부터 253명의 교사가 설문에 참가하였다.

군집분석을 통하여 인천의 중등교사들은 각각의 다른 세계시민유형을 가진 6개의 집단으로 분류되었다. 6개의 집단은 그 특성에 따라 사교적 시민, 책임감 있는 시민, 반상호문화의사소통적 시민, 관심이 적은 시민, 반정치적 시민, 적극적 시민으로 명명되었다. 인천 교사들의 시민성유형을 분석해 본 결과 6개의 집단 중 관심이 적은 시민 유형이 가장 큰 집단으로 31%를 차지하였다. 단지 17%의 교사들만이 가장 이상적 유형인 적극적 시민에 해당되었다. 교사의 세계관이 세계시민교육의 결과와 학생들의 세계관에 영향을 미친다는 점을 고려할 때 이 수치는 중등교사들이 세계시민교육을 준비하는 데에 있어서 좀 더 분발해야 한다는 점을 나타내고 있다. 이 연구에 따르면 교사들의 세계시민유형은 그들의 세계시민교육에 대한 인식에 있어 통계학적으로 유의미한 영향을 미치는 것으로 나타났다. 특히 사교적 유형과 반정치적 유형이 세계시민교육에 대한 인식에 있어 높은 점수를 기록하였다. 한편 개인변인의 영향을 볼 때 가르치는 과목, 해외거주경험, 외국인과의 접촉빈도가 교사의 시민성유형에 영향을 미치는 것으로 나타났다. 또한 긴 교직경력과 빈번한 외국인접촉빈도가 세계시민교육에 대한 긍정적 태도에 기여하는 것으로 나타났다. 또한 교사의 교수과목과 교사연수여부가 세계시민교육을 가르치는 데에 있어서 필요한 지식습득과 교수효능감 등 세계시민교육

지식 정도에 기여하는 것으로 나타났다. 세계시민교육에 대한 장애물과 개선점에 대하여는 가장 많은 교사들이 세계시민의식 함양을 위한 교육적 환경 부족을 가장 큰 장애물로 꼽았다. 개선점에 대하여는 같은 맥락으로 세계시민의식 함양에 필요한 교육환경 조성이 필요하다고 응답하였다. 따라서 교사들로 하여금 세계시민교육을 교실에서 도입할 수 있도록 하기 위하여 유연성 있는 교육환경을 제공하는 것이 필요할 것으로 보인다.

주요어: 세계시민, 세계시민성, 세계시민교육, 세계시민의식유형, 한국 교사의 세계시민성유형, 한국과 세계시민교육, 지속가능개발목표

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