The Impact of Citizenship Education in Nurturing Students' Positive Behaviours: Exploring the Perceptions of Students in a Private School in Dubai

Hind Alzarouni, Solomon Arulraj David*

The British University in Dubai, United Arab Emirates

*Corresponding author: solomonarulrajdavid@gmail.com

Abstract

The aim of this study is to analyse the impacts of citizenship education (CE) in enhancing positive behaviours among students. The study particularly explored the perceptions of students on this in a private school in Dubai. Theory of global citizenship and social theory of global citizenship were influential in this study to form necessary theoretical understanding. A questionnaire with quantitative and qualitative questions were distributed among high school students to measure the impact of citizenship education in nurturing students' positive behaviours. The findings of the research indicate that CE helps learners improve their interpersonal capabilities and their positive behaviours. The study contents that citizenship education enhances positive learning experience among students. As this is a single case study focusing on one institution it is difficult to generalize the findings. The study claims that CE is an important element that can enhance learners' achievement. It is concluded that CE increases learning, making important decisions, and improving personal learning.

Keywords: Citizenship Education, Positive Student Behaviour, Student Perception

Introduction

The study focuses on unearthing the impacts of citizenship education (CE) in nurturing students' positive behaviours with a specific reference to a girls-only private school in

Dubai. The goal is to establish how CE impacts students and has positively affected their personality throughout the investigation and thus draw inferences concerning the essence of that education. Additionally, the main purpose is to support that CE positively affects the students' personality and that it is a viable option that the Ministry of Education and all schools should consider enhancing the students' character and attitude. According to Altikulac and Yontar (2019), CE provides students with the knowledge to become good patriotic citizens and nationals of their country. The essence is thus to enhance a sense of personal responsibility and civic duty that promotes their ability to abide by the law and consider the duties they owe to society. Panagalia et al. (2020) also argue that CE promotes a sense of responsibility. Therefore, with such an achievement, it could be possible to address various social problems such as delinquency, poor attendance rates, and poor academic performance. The school thus provides a good platform for teaching such knowledge in students' minds to positively influence their attitudes and behaviour in their preparation to enter their careers and become responsible adult citizens. The chapter includes aspects like the background, problem statement, purpose and objectives, research question, rationale, and the overview of the chapters.

Despite the fact that UAE is increasingly preparing its students for civic involvement through CE, the initiative faces some challenges. According to Wren (2021, p. 81), "few studies have been conducted on the impact of global CE on students' social responsibility development in the Gulf region". Therefore, there is a big knowledge gap relating to the knowledge of how CE impacts the students. Besides, Wren (2021) adds that CE borrows a lot from western values. Consequently, establishing the way people perceive CE in the UAE as an Islamic nation is important. Surprisingly, Tryggvason (2017) indicates that the practices and learning methods embraced in CE are inadequate to promote the student engagement and skills needed in modern citizenship. Consequently, such deficiencies might not allow CE to deliver the intended value to the students, while the learners might

also not have a good perception of the education. Also, in the presence of the "multicultural and multinational belonging", CE experiences challenges that might lower its effectiveness (Banks, 2017, pp. 142). This issue can, therefore, adversely affect not only the impacts of CE on students but also their perceptions about the initiative. Furthermore, modern literature indicates that in an increasingly democratising world, "major global challenges remain" and that "citizenship education should not be offered up as a panacea to this 'crisis'" (Weinberg & Flinders, 2018, p. 573). With this insight, it is evident that CE is not a perfect solution for developing appropriate behaviours and attitudes, thus justifying a careful consideration of the topic. In these views, this research concentrates on a Dubai-based American girls-only private school to establish how the students perceive CE. The school comprises approximately 500 students, most of which are Emirati nationals while the minority come from abroad. ThIS choice of the school is to have a diverse population of research subjects. Therefore, this research validates the problem statement that in Emirati American girls-only private schools, CE leads to discrepancies in students' behaviour, thus altering their preparedness for civic engagement in the future.

The UAE citizens can only become responsible and fully aware of their rights, duties, and moral requirements. It is worth noting that how students behave and their attitudes at school largely determine their future ability to live as responsible citizens. According to Bozkurt, Eryilmaz and Boyraz (2021, p. 670), CE "aims to raise citizens with the desired characteristics". It is worth noting that people with a strong sense of civic awareness can largely contribute to shaping society orderly whenever there is a problem. Based on these views, this research aims to explore CE's effect on students. Specifically, the study focuses on determining how CE contributes to nurturing positive behaviours amongst students in a Dubai private school by revealing how they perceive the programme. Nevertheless, for the research to achieve its purpose, the major objectives are:

- To explore and understand the impact of CE in nurturing students' positive behaviour by reviewing the existing literature on past studies
- To investigate the effect of CE on students' behaviours using an experimental design with pre-test and post-test measures
- To account for the impact of CE in nurturing students' positive behaviours using qualitative and quantitative approaches, including surveys, interviews, and questionnaires

Through the stated purpose and objectives, the research will justify the need for effective learning mechanisms for CE in UAE schools to promote students' right attitudes and behaviours. There is inadequate data regarding the role of CE in the UAE, meaning there is a research gap. According to Wren (2021), most tertiary institutions embrace social responsibility in a bid to prepare students for service, moral leadership, character development, and citizenship. Nevertheless, there is no clear link between the concept and the academic study. Instead, it appears as a by-product of the education curriculum. Therefore, the current study is essential as it focuses on exploring the effects of CE not as a by-product of the curriculum but as its essential component. Besides, moral education as a school curriculum subject is still new in the UAE as it is barely five years old (Al-Qatawneh et al., 2019). Hence, given that CE is a new phenomenon in UAE schools, there is a need to assess its importance. It justifies the rationale for the current study. Furthermore, citizenship has gained significant recognition at a global level. According to Al' Abri et al. (2022), education does not only serve the purpose of making people literate but also enhances fairness, inclusivity, safety, and moderation in society. Therefore, it is a source of virtues that can improve people's lives. The significance of the current study is justified by its efforts to determine how CE in UAE schools will prepare students to become global citizens. Consequently, the research results will demonstrate the contribution of CE.

Literature Review

The literature review chapter presents a discussion of the concepts that will inform the planned study and its potential findings. Some of these concepts are CE and the educational philosophy of essentialism. The concepts of responsibility and rights in CE are also discussed. In addition to concepts, this section also presents the theoretical models that align with the planned investigation. The theoretical framework comprises the education and social theories of CE, the project-based and problem-based learning models, and the framework of curricular transportation. Apart from conceptual analysis and the theoretical framework, a review of the past literature relevant to the topic is presented. The review of the literature section focuses on the key areas, which include the history of CE, the connection between CE and Islamic values, views about moral education as a component of CE in the UAE, and the qualities that CE instils in learners based on the teachers' perceptions. A summary of the information gaps identified in the reviewed literature is also provided.

Citizenship Education equips learners with indispensable abilities for their social, professional, and personal lives. In particular, CE focuses on providing students with abilities and understanding of compassion, identity, ecological development, wealth and poverty, responsibilities and rights, reverence for each other, and social and moral virtues. According to Ünal and Kaygın (2019), CE entails educating students during and after childhood to enable them to become enlightened and clear-thinking persons with the ability to take decisions impacting society. According to Leach (2017), every person belongs to society, which is why lessons about moral and law qualities, and social and human issues should start during early childhood. When CE is introduced in the course of early childhood, learners grow into adults with crucial skills and knowledge that enable them to acknowledge and appreciate their responsibilities and rights and facilitate the furtherance of their nation and society (Cohen et al., 2015). CE is also defined as the

facets of education at the graduate school level that shape apprentices to grow into dynamic residents by ascertaining that they possess the obligatory attitudes, skills, and knowledge to support the well-being and development of their society (Yemini et al., 2019). Accordingly, CE definition centres on the significance of skills and knowledge for modelling an advanced society where people can lead happy lives. In addition, CE is defined as the combination of actions, means, and knowledge modelled to make learners to take active part in exercising their autonomous liberties and accepting their responsibilities and rights (Hyslop-Margison & Thayer, 2019). CE is immeasurably expedient in making individuals or learners democratic citizens with sufficient awareness of their moral obligations and rights. Various definitions of CE will help gauge how the targeted students understand citizenship and what it entails.

The best way to comprehend the essence of CE and how it informs improved social responsibility in learners is to explore the essentialism philosophy of education. According to Sahan and Terzi (2015), the philosophy of essentialism implies that there exists a joint fundamental of awareness that must be conveyed to learners in a meticulous and orderly means. Further, Magulod Jr, (2017) stresses that essentialism philosophy adheres to the conservative view which stipulates that schools should give students lessons about moral and intellectual standards. According to the ideology of essentialism, the center of an education curriculum should be academic rigor, as well as indispensable skills and knowledge (Kooli, 2019). One of the ideas associated with the educational philosophy of essentialism is that change is inevitable and therefore the objectives of the educational curriculum should not be rigid.

Mooney-Simmie & Edloing (2019) infers that the essentialism philosophy of education supposes that the most optimal way of ensuring that learners are properly modeled into treasured members of society is by ensuring that the schooling process is practical.

According to Terzi and Uyangör (2017), the viewpoint of essentialism demands that one of the things that the education curriculum should focus on is facts by presenting the objective reality of everyday happenings in the universe. Another focus area of the education curriculum as per the ideology of essentialism is basic training by equipping learners with computing, writing, reading, and speaking competencies (Terzi & Uyangör, 2017). However, the essentialism philosophy warns against schools being used as instruments of influencing or creating policies. Instead, Krahenbuhl (2016) proclaims that according to the essentialism perception learners should receive lessons about discipline, respecting authorities, and working hard. Likewise, Kooli (2019) stipulates that the primary responsibility of educators is to aid learners in keeping in check their non-productive drives. Examples of non-productive drives in learners are mindlessness and aggression.

As such, the educational ideology of essentialism will be instrumental in reviewing the goals of CE as highlighted in the present and past literature and determining whether CE is achieving its intended purpose in the UAE. In addition, the essentialism will be useful in investigating the specific values and qualities that CE instills in Emirati students. In particular, the philosophy of essentialism will be used to explore the practicality of the content of CE given to learners in the UAE to determine whether it is practical enough to activate improved social responsibility in learners. One of the trends emerging from the explored literature is that CE in the UAE and other countries has focused on improving the moral standards of citizens. In particular, CE centres on instilling certain values in learners to enable them to become socially responsible citizens. Another trend that results from the reviewed literature is that CE is significantly influenced by the religion of a country or community. Subsequently, the values that CE seeks to impart to citizens are embedded in religious teachings and beliefs. The explored literature has revealed a pattern of multiple changes in the education curriculum to accommodate CE goals.

Another pattern evident in the explored literature is that CE is implemented as civic education.

Citizenship is a role that requires learning about skills, attitudes, rights, and its duties. However, different countries have varying definitions of citizenship and therefore the conduct expected in their people also differs. Subsequently, it is inevitable that civic education programs have significant variations. In view of that, the history of CE is an exceptionally compound and full story. The history of CE can be traced to Rome and Greece (Missira, 2019). According to Veugelers (2020), the first state to implement CE was Sparta, which designed a coherent program for training cadet populaces in the early ages. Cadet training was essential in the State of Sparta as all its people were elite guardians of the polis. CE would later be introduced in Ancient Greece in 508 BCE to help in reengineering the Athenian population. In recent decades, CE has been widely embraced and implemented across the globe. In the US, CE was introduced into the education curriculum in the 1830s, a period when the Common Schools Movement was being led by Horace Mann. For instance, CE became a constituent of England education curriculum in the year 2002 (Veugelers, 2020). In England, CE was adopted amidst worries about falling democratic participation and social decline.

The history of CE in the larger Gulf region will be based on the historical timeline of CE in KSA (Kingdom of Saudi Arabia). According to Alharbi (2017), CE has undergone numerous phases since its introduction in KSA. The first phase of CE lasted from 1929 to 1936, when it was introduced under a different title, namely Ethics and Citizenship Education. Under this title, CE embodied public authorities, rights of individuals, constitution, government types, the duty of the government, patriotism, homeland, nation, and family (Alharbi, 2015). In the preliminary phase of CE, the course was taught in grades three and four only. The second phase of CE lasted between 1936 and 1984.

During that time, information about CE was excluded from the education system. CE was later reintroduced into the education system under the name Developer Education between 1984 and 1990 (Alharbi, 2017). Developer education shared the same features with the higher education system as it allowed learners to select subjects of their liking and create personal timetables (Mitchell & Alfuraih, 2018). However, the developer education system was annulled in 1990. The current phase of CE began in 1997, when CE was reintroduced into the national education curriculum as a subject. In 2010, CE was incorporated into the curriculum of social studies and citizenship education, which comprises history and geography, at the intermediate and primary levels (Alharbi, 2017). As such, the CE in the Gulf region was implemented between the years 1929 and 2010.

Several gaps in knowledge arose from the explored literature. Firstly, there is gap in the literature is the lack of information on how CE in the UAE instils Islamic values in students. Moreover, there is insufficient research on the effectiveness of CE in imparting Islamic values to learners. Another gap in research relates to students' views about moral education, which is the focus of CE. Past research has not investigated how Emirati students perceive moral education and its impact on their overall level of social responsibility. Furthermore, the reviewed literature has shown that there is a lack of information about the key qualities that learners gain from CE. Following the resulting trends, patterns, and gaps in the literature, data collection will centre on variables that have been examined in the reviewed literature. In particular, data will be collected to establish the link between the values instilled by CE and their influence on social responsibility conduct in the targeted population. Data collection will also focus on determining the association between Islamic values and the qualities expected in learners after being subjected to CE. In addition to that, the identified gaps in literature will guide the data collection process to ensure that the collected data can is fitting to close the knowledge gaps.

The contextual details on Dubai and UAE may provide relevant background to the study as the study was done in a private school in Dubai, the UAE. There are few closely related studies in the UAE, while some of the related ones are worth mentioning. David (2017a) informs that educational sector has been expanding in the UAE steadily also addressing excellence relatively (David, 2017b), making Dubai as an educational hub for learning mobility (David, et.al, 2017). The country strives to innovate curriculum (David & Hill, 2020) and instruction (David & Hill, 2021). Eltanahy & David (2018) highlight that curriculum is a key factor to influence teaching strategies. Al Husseini & David (2017) indicate that school leaders demonstrate instructional leadership abilities to support teacher's professional growth. Daraghmeh & David (2017) point out that technology integration is supportive for effective curriculum and instruction. David & Abukari (2019) observe that leaders must ensure the contextualize curriculum and instruction. Albasha & David (2019) indicate involving teachers in curriculum design is essential for effective instruction. Mansour & David (2021) highlight that teacher's organizational commitment a key for effective teaching and learning. Abbasi & David (2021) insist that professional development of teachers help to optimize curriculum and instruction. Haque & David (2022) recommend effective curriculum implementation to achieve instructional outcome. Yahya & David (2022) suggest that leaders support is crucial for teachers in all teaching modalities. These and other emerging local studies inform the potential local knowledge on curriculum and instruction that will help exploring the possibilities to effectively include citizenship education in both curriculum and instructions.

Methodology

This is a mixed method research on the influence of CE in nurturing student's positive behaviours. The application of constructivist and interpretivist paradigms in combination with the mixed approach for this study are discussed in-depth in this

chapter. This research is interpretive in its nature, applying the approaches of ethnography and case study as it attempts to explore different perception in nurturing student's positive behaviour through the introduction of CE. This combination of case study and ethnographic research nature is crucial for the study, as a case study allows making "an in-depth investigation of a specific real-life situation [in order to explore and unearth complex issues] from multiple perspectives" (for the purpose of this study, case study is important for the analysis of changes before and after the workshop as a single event crucial for the analysis (Cohen, Manion, and Morrison, 2018, p. 375). On the other hand, ethnography stands for the detailed and systemic study of people and cultures through the "portrayal and explanation of social groups and situations in real-life contexts" (Cohen, Manion, and Morrison, 2018, p. 292). As this study is conducted within the UAE context, it is crucial to understand how introduction of CE can impact student behaviour to see the importance of its introduction into the school curriculum nation-wide. Moreover, it can help in analysing the practices and learning methods embraced in CE to reveal their adequacy or absence of such in terms of student engagement and skills promotion. The selected research approach and methods are suitable for both case study and ethnography, as interviews are appropriate for the last one and questionnaires, survey, and interviews are utilized within the former.

The research approach is a strategy and the process, which entails the steps of comprehensive assumptions to comprehensive methods of data gathering, study, and interpreting. Hence, it is grounded on the nature of the research issue, which is being addressed throughout the research. The research approach is fundamentally divided into two groups, encompassing the method of data gathering and the method of data examination. The current study is based on the data analysis approach, which can be of two types, i.e. inductive and deductive. Qualitative data entails inductive approach to analysis, while quantitative data applies the deductive one. The current study is based

on a mixed type of research approach. Johnson and Onwuegbuzie state that this approach is utilized for depth of understanding and "corroboration particularly useful for complex issues" (2004, p. 15). It allowed extending and strengthening study's conclusions, thus, contributing to the published literature. In other words, whereas quantitative data brings breadth to the study, qualitative data provides depth to it, as quantitative approach allows generalising the findings to a wider population, while qualitative approach equips a profounder comprehension of the issue under study (Dawadi, Shrestha, and Giri, 2021). In fact, there are five major advantages associated with the application of mixed research approach, all of which are important for the current study. The first advantage is synergy, as quantitative method allows attaining objectivity, while qualitative one equips explanation of the problem. Thus, the design can "integrate and synergize multiple data sources … [assisting] to study complex problems" (Dawadi, Shrestha, and Giri, 2021, p. 27). Better understanding is achieved through triangulation of results, which allows enhancing the validity of the study. Secondly, this method equips complementarity, as the results of one method can be elaborated, clarified, and validated with the other (Dawadi, Shrestha, and Giri, 2021). This creates a solid foundation for interpretation and conclusions. Thirdly, the combination of methods allows development, as the results of one method can be used for the development of the other (Dawadi, Shrestha, and Giri, 2021). This, for instance, allows providing better and more detailed explanation of quantitative data through the qualitative one. Fourthly, the approach allows "expansion, extending the breadth and range of inquiry" (Dawadi, Shrestha, and Giri, 2021, p. 27). Finally, mixed methods are participatory, as they provide participant with the voice important for implementing of necessary changes.

Results and Analysis

The UAE is selected as a context for the current study. The literature review revealed that UAE is actively engaged in preparing their students for civic involvement with the help

of CE. Nevertheless, the initiative is encountering some challenges, as firstly, the initiative is under-researched, which results in the existence of a huge knowledge gap in terms of understanding the ways in which CE influences students and their behaviour. For the purpose of this study, students of grades 11 and 12 are considered and are girls studying the same school. Hence, the context is highly limited. The quantitative data shows statistical significance in relation to dependent variables from pre-training to post-training. Qualitative data highlight themes expressed by participants in relation to their perceptions of the role of CE in determining their civic behaviour. Qualitative data considers perceptions of potential CE implementation programs and initiatives. In addition to presenting and analysing data, the chapter gives triangulation of the qualitative and quantitative data to provide a more balanced and detailed picture of the situation.

Consistent with the existing literature (Sbai, 2019; Wren, 2018; Sarbaini, 2019; Bamber, Lewin and White, 2018; Cantón & Garcia, 2018; Pangalila, Tuerah and Umar, 2020; Hamdan, 2019), the findings of this research reveal a relationship between CE and developing indicators of social responsibility in girls-only private high school in Dubai. Comprehensively, the results show prominent differences between pre-training and post-training answers considering social responsibility, positive culture and relationships in the community, and collaboration variables. These variables were mentioned more frequently after training. Being assigned tasks to lead house events, conduct meetings, and participate in student voice committees, students learned to contribute as leaders, be considerate and self-aware, and work with others towards achieving set goals. This finding agrees with Sbai (2019) who determined that Moral Education was vital in developing children's values and beliefs (Sbai, 2019). Participants enjoyed CE initiatives, more so the house events and assemblies. The responsibility to plan and execute house events provided students with a sense of belonging to a larger community and made

them willing to win. In such a manner, they increased students' commitment to assigned tasks. Students also learned effective communication and gained confidence through these opportunities that made them better members of society. These findings support the idea that CE plays a role in building a society based on principles of integrity and respect with leaders participating in the life of their respective communities.

In this study, the quantitative data showed a correlation between CE and the development of students' behaviour. In particular, the retrieved attendance data demonstrated that CE workshops improved students' behaviour, specifically attendance from 89% to 92% and 92% to 95% for August and September of 2021 and 2022, respectively. In addition, the partial eta squared showed an association between CE training and students' perception of the CE's role in developing their civic behaviour. After training, students mentioned "more socially responsible," "positive relationships and culture in community," and "problem-solving, and collaboration" more frequently. This increase suggests that after training, students associated CE with the development of their civic behaviour more than before the intervention. This interpretation of quantitative data agrees with the findings of qualitative data. The study found that after the training, students had a better understanding of the contribution of CE to the development of their socially responsible conduct. In addition, students associated CE with numerous benefits, including leadership and courage, as well as communication and decision-making skills. Both quantitative and qualitative data in this study suggest that in girls-only private high schools in Dubai, students considered CE instrumental in developing their civic behaviour. Finally, the data suggest a positive correlation between CE and the development of civic behaviour in this population. Since the sample for this study was very particular, the generalizability of this data is limited to samples meeting similar characteristics.

Quantitative results show a positive correlation between CE and students' behaviour and the perceived contribution of CE to the mentioned behaviour. In such a manner, students mentioned civic behaviour more after training than before it. The attendance improved after the training. These findings suggest that CE is considered to have a positive role in shaping students' civic behaviour. All eight participants completed the questionnaire before training and after the training. Analysis of the participants' response data (see Table 7) and interview data (see Table 8) was provided, and the results were compared between the two. According to the analysed qualitative data, an increase in almost all dependent variables after the training as compared to those before the training was determined. The variables with the most notable differences were collaboration, problem-solving, courage, and communication skills. The interpretation and synthesis of these results are based on student questionnaires (see Appendix VI and VII), Head of High School questionnaires (see Appendix VIII), and attendance data. It is aimed at determining different perceptions that students have regarding the role of CE in equipping them with positive civic behaviour.

Consistent with the existing literature (Sbai, 2019; Wren, 2018; Sarbaini, 2019; Bamber, Lewin and White, 2018; Cantón & Garcia, 2018; Pangalila, Tuerah and Umar, 2020; Hamdan, 2019), the findings of this research reveal a relationship between CE and developing indicators of social responsibility in girls-only private high school in Dubai. Comprehensively, the results show prominent differences between pre-training and post-training answers considering social responsibility, positive culture and relationships in the community, and collaboration variables. These variables were mentioned more frequently after training. Being assigned tasks to lead house events, conduct meetings, and participate in student voice committees, students learned to contribute as leaders, be considerate and self-aware, and work with others towards achieving set goals. This finding agrees with Sbai (2019) who determined that Moral Education was vital in

developing children's values and beliefs (Sbai, 2019). Participants enjoyed CE initiatives, more so the house events and assemblies. The responsibility to plan and execute house events provided students with a sense of belonging to a larger community and made them willing to win. In such a manner, they increased students' commitment to assigned tasks. Students also learned effective communication and gained confidence through these opportunities that made them better members of society. These findings support the idea that CE plays a role in building a society based on principles of integrity and respect with leaders participating in the life of their respective communities.

Conclusion

The key findings are detailed in a discussion that highlights the exploits in the study with reference to the research questions that the researcher strived to answer. It also forms the basis to either accept or reject the hypothesis that was developed in the beginning. Therefore, the discussion also suggests what expectations were met and whether there is a need for further studies or not. After the review of the findings, the recommendations from the outcomes as an indication of the value or the context, in which the results can find application, are provided. Recommendations determine whether the pre-determined intentions have led to generalizations and conclusions, which can then be implemented in practice, or not. The implications of the study are also included in this section to provide meaning to the context, in which the ideas researched are the most relevant. Limitations are included with the idea to demonstrate that despite the efforts of the researcher to gather the evidence required to answer the research questions, some problems experienced in the process could have undermined the precision of the results. Therefore, one should be careful when making deductions from the findings. Based on this information, the scope for further studies will be established.

According to the results of the pre- and post-training questions, it was determined that citizenship education played a significant role in nurturing the attitude of learners and forging the development of civic behaviour. The attitude scores provided statistically significant results. It is an indication of the influence of CE on nurturing the attitude following the best practices and the skills taught during the sessions. CE has been shown to have a positive influence on the attendance of students. Here, the average improved from 92% to 95%. Even though the margin is small, the intervention had been implemented for a short period only. As a result, it might be assumed that progressive development and implementation would lead to considerable advancement. In such a manner, the basis of success would be considered the definitive element of progress. CE has had a positive influence on shaping the civic behaviour of students in light of the commitment that they were able to show. The beneficial information shared during the process is imperative in nurturing communication skills since a beneficial environment is created in this case where students can interact and share knowledge with one another. Progressive development is nurtured following the consistency, with which the skills are imparted. There is an open sharing in collaborative sessions during the course of CE training. All learners are engaged to acquire the skills and concepts of a good citizen. The sense of responsibility is nurtured in the course of engagement whereby the happenings in the immediate surrounding can be evaluated for the value that they create. It is a part of problem-solving skills that help students to cope and manage the issues that might arise. Social responsibility also develops alongside courage since students are exposed to the key elements that form a part of learning and also acquire skills on beneficial aspects of national importance.

There would be the need to explore other methods of data collection that improve the score of data that can be gathered. If one decides to adopt questionnaires, it would be imperative to introduce open-ended questions, so that the details desired are amassed

related to the positive results that would be deduced from the same. The scope of further studies can also be increased by staging the study in different school setups to justify the creditability of the findings. Once the sample size is expanded in this pretext, the possibility to improvement of accuracy would be ensured. The generalizability of the findings to larger populations may only be considered sustainable in the case of consideration of a wider scope of study focus to allow for more informed decision-making pertaining to the intentions and the research questions that have been created. Citizenship education has a positive implication on nurturing the behaviour of the learners. The study findings have revealed that CE can nurture and positively impact student behaviour. When CE is implemented within the learning context, it possible to have various benefits, including improving communication skills, as students have the opportunity to interact well with others. CE ensures that the learners gain the skills necessary to be patriotic and good global citizens. With the implementation of CE, the positive impacts will include the students developing a sense of citizenship, and at the same time, nurturing positive behaviour in the school environment. CE ensures that the students are only adapting positive behaviours within the school, and following that, most of them will have the goals of higher achievement.

References

Abbasi, MA., & David, S.A., (2021). The impact of continuous professional development on teacher's performance: A case study among teachers in a private school in Dubai. Globus Journal of Progressive Education, 11(2), 106-117.

Al'Abri, K.M.; Ambusaidi, A.K.; Alhadi, B.R. 2022. Promoting global citizenship education (GCED) in the Sultanate of Oman: An analysis of national policies. Sustainability, 14, 7140.

Albasha, W., & David, S.A., (2019). Teacher's perspective on engaged teaching: Study from an American curriculum school in Dubai. Speciality Journal of Knowledge Management, 4(2), 1-13.

Aldera, A.S., 2017. Teaching EFL in Saudi Arabian context: Textbooks and culture. Journal of Language Teaching and Research, 8(2), p.221. Doi:10.17507/jltr.0802.03

Alharbi, B.A., 2017. Citizenship education in the Kingdom of Saudi Arabia: History and current instructional approaches. International Journal of Education and Literacy Studies, 5(4), pp.78-85. Doi:10.7575/aiac.ijels, 5(4), 76-85.

Alharbi, B.A.M., 2015. The ability of Islamic Religious Education to deliver Citizenship Education in elementary schools in the Kingdom of Saudi Arabia. [Online]. Available at:

https://ore.exeter.ac.uk/repository/bitstream/handle/10871/18424/AlharbiB.pdf?sequence=1&isAllowed=y

Aljabreen, H.H. and Lash, M., 2016. Preschool education in Saudi Arabia: Past, present, and future. Childhood Education, 92(4), pp.311-319.

Altikulac, A. and Yontar, A., 2019. Nationalism, patriotism and global citizenship: a comparison in between the social studies teacher candidates in the US and Turkey. International Journal of Education and Literacy Studies, 7(4), pp.115-123. http://dx.doi.org/10.7575/aiac.ijels.v.7n.4p.115

Al Husseini, A & David, S. A (2017). The Impact of Head Teachers' Instructional Leadership Role on Teachers' Professional Practices in Four Private Schools in Dubai, the UAE, Research Nebula, 6(1), 23-28.

Al-Qatawneh, S.S.., Alsalhi, N. R., & Eltahir, M. E. 2019. The citizenship values included in intermediate stage Arabic-language textbooks and teachers' awareness of them in the UAE: A case study. Heliyon, 5(11), e02809.

Alshenqeeti, H. (2014). Interviewing as a Data Collection Method: A Critical Review. English Linguistics Research, 3(1), pp.39–45.

Anisah, S., 2019, June. Citizenship Education as Value Education and the Nation's Strengthening of Character for Citizens. In International Conference on Social Science and Character Educations (ICoSSCE 2018) and International Conference on Social Studies, Moral, and Character Education (ICSMC 2018) (pp. 186-193). Noord-Holland, the Netherlands: Atlantis Press.

Bamber, P., Lewin, D. and White, M., 2018. (Dis-) Locating the transformative dimension of global citizenship education. Journal of Curriculum Studies, 50(2), pp.204-230. https://doi.org/10.1080/00220272.2017.1328077

Bamkin, S., 2018. Reforms to strengthen moral education in Japan: A preliminary analysis of implementation in schools. Contemporary Japan, 30(1), pp.78-96. https://doi.org/10.1080/18692729.2018.1422914

Banks, J.A., 2017. Citizenship education and global migration:implications for theory, research, and teaching. American Educational Research Association, 19(2), pp.142-144. https://www.tandfonline.com/doi/abs/10.1080/15348458.2020.1748408

Baumgärtner, S., Petersen, T. and Schiller, J., 2018. The concept of responsibility: Norms, actions and their consequences. SSRN Electronic Journal. Doi:10.2139/ssrn.3157667.

Bin-Tahir, S.Z., Fatgehipon, A.H., Abdullah, K., Hidayat, A.N., 2021. Project based learning model based on local wisdom in citizenship education courses to prevent radicalism among students. Psychology, Society, & Education, 58(3), pp. 2268-2272.

Boonk, L., Gijselaers, H.J., Ritzen, H. and Brand-Gruwel, S., 2018. A review of the relationship between parental involvement indicators and academic achievement. Educational Research Review, 24, pp.10-30. http://dx.doi.org/10.1016/j.edurev.2018.02.001

Bozkurt, M., Eryilmaz, O. and Boyraz, C., 2021. Science mapping research on citizenship education: a bibliometric review. International Journal on Social and Education Sciences (IJonSES), 3(4), pp.670-695. https://files.eric.ed.gov/fulltext/EJ1318783.pdf

Cantón, A. and Garcia, B.I., 2018. Global citizenship education. New directions for student leadership, 2018(160), pp.21-30.

Castner, D.J., Schneider, J.L. and Henderson, J.G., 2017. An ethic of democratic, curriculum-based teacher leadership. Leadership and Policy in Schools, 16(2), pp.328-356.

Cohen, M., Schugurensky, D. and Wiek, A., 2015. Citizenship education through participatory budgeting: The case of Bioscience high school in Phoenix, Arizona. Curriculum and Teaching, 30(2), pp.5-26.

Dahnial, I. and Syamsuyurnita, S., 2022. Educational Technology Resilience in Building Character in Elementary School Teacher Education Study Program in the 21st Century. Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences, 5(1), pp.2948-2958.

Daraghmeh, H.A.R., & David, S.A (2017). Benchmarking of Educational Leaders' Technology Utilization: A study of the attitudes of education leaders in using technology in the UAE. Education Research Journal. 7(3), 48-58.

Darling-Hammond, L., Wise, A.E. and Klein, S.P., 2019. A license to teach: Building a profession for 21st-century schools. New York: Routledge.

David, S.A., et.al. (2017). An exploration into student learning mobility in higher education among the Arabian Gulf Cooperation Council countries. International Journal of Educational Development, 55, pp.41-48.

David, S.A. (2017a). Internationalisation of higher education in the UAE and the implications for undergraduate student's institutional choice for postgraduate studies. Transitions: Journal of Transient Migration. 1(2), 235-250.

David, S.A., (2017b). Knowledge convergence towards economic polarisation: undergraduate students' postgraduate course choice in the UAE. International Journal of Knowledge Management Studies, 8(3/4), 316-328.

David, S.A., & Hill, C. (2021). Transforming teaching and learning in tertiary education: postgraduate students' perspectives from the UAE. Education + Training, 63(4), 562-578 https://doi.org/10.1108/ET-05-2020-0122

David, S.A., & Hill, C. (2020). Curriculum innovation for postgraduate programmes: perspectives of postgraduate learners in the UAE, International Journal of Innovation and Learning. 28(3), 297-316. DOI: 10.1504/IJIL.2020.109838

David, S.A., & Abukari, A. (2019). Perspectives of teachers on the selection and the development of the school leaders in the United Arab Emirates. International Journal of Educational Management. https://doi.org/10.1108/IJEM-02-2019-0057

Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-methods research: A discussion on its types, challenges, and criticisms. Journal of Practical Studies in Education, vol. 2(2), pp. 25-36.

De Oliveira Andreotti, V., 2014. Critical and transnational literacies in international development and global citizenship education. Sisyphus—Journal of Education, 2(3), pp.32-50.

Eltanahy, M., & David, S.A (2018). A study investigating the factors influencing predominant teaching strategies used in American curriculum schools in the UAE. International Journal of Teaching and Case Studies, 9(3), 275-290.

Engelbrecht, A.S., Heine, G. and Mahembe, B., 2017. Integrity, ethical leadership, trust and work engagement. Leadership & Organization Development Journal, 38(3), pp.368-379.

Eren, A., 2014. Uncovering the links between prospective teachers' personal responsibility, academic optimism, hope, and emotions about teaching: A

mediation analysis. Social Psychology of Education, 17(1), pp.73-104. Doi 10.1007/s11218-013-9243-5

Estellés, M. and Fischman, G.E., 2021. Who needs global citizenship education? a review of the literature on teacher education. Journal of Teacher Education, 72(2), pp.223-236. https://doi.org/10.1177/0022487120920254

Fajri, I., Yusuf, R., Maimun, B.A. and Sanusi, Y., 2020. Innovation model of citizenship education learning in the 21st-century skill-learning environment of students in Aceh. Journal of Critical Reviews, 7(16), pp.2334-2343.

Floridi, L., 2016. Faultless responsibility: On the nature and allocation of moral responsibility for distributed moral actions. Philosophical Transactions of the Royal Society A: Mathematical, Physical and Engineering Sciences, 374(2083). [Online]. Available at:

https://royalsocietypublishing.org/doi/full/10.1098/rsta.2016.0112

Franciamore, N.O., 2014. Parent Perceptions of Character Education in Universal Pre-Kindergarten (Doctoral dissertation, Walden University).

https://www.proquest.com/openview/1002b242825804959aec389bdc5ad8b6/1?pq-origsite=gscholar&cbl=18750

Fuller, S., 2016. Morphological freedom and the question of responsibility and representation in transhumanism. Confero Essays on Education, Philosophy and Politics, 4(2), pp.33-45. Doi:10.3384/confero.2001-4562.161206

Gallagher, K., 2019. Introduction: Education in the UAE—context and themes. In Education in the United Arab Emirates (pp. 1-18). Springer, Singapore.

Ghanem, K.A. and Castelli, P.A., 2019. Self-accountability in the Literature of Leadership. Journal of Leadership, Accountability & Ethics, 16(5), pp. 40-59. https://doi.org/10.33423/jlae.v16i5.2653

Golman, R. and Loewenstein, G., 2016. An information-gap theory of feelings about uncertainty. [Online]. Available at:

https://www.cmu.edu/dietrich/sds/docs/golman/Information-Gap%20Theory%202016.pdf

Guo, L., 2014. Preparing teachers to educate for 21st century global citizenship: Envisioning and enacting. Journal of Global Citizenship & Equity Education, 4(1). [Online]. Available at:

https://journals.sfu.ca/jgcee/index.php/jgcee/article/view/121/168

Hamdan, A., 2019. Citizenship education in science curricula: Exploring the Saudi Arabia case. International Journal of Science and Mathematics Education, 18(3), pp.669-689.

Haque, A., & David, S.A., (2022). Effective curriculum implementation for optimal teaching and learning experience: a study from a private school in Dubai. International Journal of Curriculum and Instruction, 15(1), 1-20.

Haykel, B., Hegghammer, T. and Lacroix, S. eds., 2015. Saudi Arabia in transition. Cambridge: Cambridge University Press.

Howard, P., Becker, C., Wiebe, S., Carter, M., Gouzouasis, P., McLarnon, M., Richardson, P., Ricketts, K. and Schuman, L., 2018. Creativity and pedagogical innovation: Exploring teachers' experiences of risk-taking. Journal of Curriculum Studies, 50(6), pp.850-864.

Hyslop-Margison, E.J. and Thayer, J., 2019. Teaching democracy: Citizenship education as critical pedagogy. Leiden, Netherlands: Brill.

J Akraan AlAli, M., 2020. Safeguarding the successful implementation of character education in the UAE (Moral Education), 36(6), pp.15-36.

Jahanbegloo, R., 2018. Peace and nonviolence in Islam. In The Routledge Handbook of Pacifism and Nonviolence (pp. 54-63). New York; Routledge.

Jelin, E., 2019. Citizenship revisited: solidarity, responsibility, and rights. In Constructing democracy (pp. 101-119). Routledge.

Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. Educational Researcher, 33, pp. 14-26.

Kandiko Howson, C. and Matos, F. (2021). Student Surveys: Measuring the Relationship between Satisfaction and Engagement. Education Sciences, 11(6), p.297.

Kälin, W. and Künzli, J., 2019. The law of international human rights protection. New York: Oxford University Press.

Karabanova, O.A., 2019. The role of family and school in securing psychological well-being of primary school children. Psychological Science and Education, 24(5), pp.16-26. Doi:10.17759/pse.2019240502

Kooli, C., 2019. The philosophy of education in the sultanate of Oman: Between perennialism and progressivism. American Journal of Education and Learning, 4(1), pp.36-49.

Kowalewska, J., 2019. The Constitutional Foundations of the Structure of the Supreme Federal Authorities in the United Arab Emirates. Bialstockie Studia Prawnicze, 24, p.173.

Krahenbuhl, K.S., 2016. Student-centered education and constructivism: Challenges, concerns, and clarity for teachers. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 89(3), pp.97-105.
https://doi.org/10.1080/00098655.2016.1191311

Kumar, R., 2015. Classification of Human Rights. International Journal of Engineering and Management Research (IJEMR), 5(6), pp.756-758.

Law, W.W. and Xu, S., 2017. Social change and teaching and learning citizenship education: An empirical study of three schools in Guangzhou, China. Citizenship Teaching & Learning, 12(1), pp.7-41.

Leach, N., 2017. Belonging: towards a theory of identification with space. In Habitus: A sense of place (pp. 313-328). New York: Routledge.

Lenzerini, F., 2020. Practice and Ontology of Implied Human Rights in International Law. Intercultural Human Rights Law Review, 15, pp.73-125.

Lewallen, T.C., Hunt, H., Potts-Datema, W., Zaza, S. and Giles, W., 2015. The whole school, whole community, whole child model: A new approach for improving educational attainment and healthy development for students. Journal of School Health, 85(11), pp.729-739. Doi:10.1111/josh.12310

Lord, R.G., Gatti, P. and Chui, S.L., 2016. Social-cognitive, relational, and identity-based approaches to leadership. Organizational Behavior and Human Decision Processes, 136(C), pp.119-134.

Maerani, I.A., 2020. Islamic Justice Perspective on Notary the Perpetrators Criminal Action. Jurnal Akta, 7(1), pp.93-102.

Magulod Jr, G.C., 2017. Educational philosophies adhered by Filipino preservice teachers: Basis for proposing initiatives for 21st century teacher education preparation program. Asia Pacific Journal of Multidisciplinary Research, 5(1), pp.185-192.

McLeod, S., 2018. Communication rights: Fundamental human rights for all. International Journal of Speech-Language Pathology, 20(1), pp.3-11. https://doi.org/10.1080/17549507.2018.1428687

Missira, V., 2019. Strengthening European citizenship education: Business as usual or time for change?. JSSE-Journal of Social Science Education, 18(3). https://www.jsse.org/index.php/jsse/article/view/1456

Mitchell, B. and Alfuraih, A., 2018. The Kingdom of Saudi Arabia: Achieving the aspirations of the National Transformation Program 2020 and Saudi vision 2030 through education. Journal of Education and Development, 2(3), p.36. Doi:10.20849/jed.v2i3.526

Monaghan, C. and Spreen, C.A., 2017. From human rights to global citizenship education: Movement, migration, conflict and capitalism in the classroom. In Globalisation, human rights education and reforms (pp. 35-53). Dordrecht: Springer.

Mohajan, H. (2018). Qualitative Research Methodology in Social Sciences and Related Subjects. Journal of Economic Development, Environment and People, 7(1), pp.23-48.

Mooney Simmie, G. and Edling, S., 2019. Teachers' democratic assignment: a critical discourse analysis of teacher education policies in Ireland and Sweden. Discourse: Studies in the Cultural Politics of Education, 40(6), pp.832-846. https://doi.org/10.1080/01596306.2018.1449733

Moriarty, J. (2011). Qualitative Methods Overviews. National Institute for Health Research: School of Social Research, vol. 1(1), pp.1-30.

Muleya, G., 2018. Registered Muleya, civic education versus citizenship education: where is the point of convergence? Journal of Lexicography and Terminology (Online ISSN 2664-0899. Print ISSN 2517-9306), 2(1), pp.109-130.

Nkechi, E.E., Ewomaoghene, E.E. and Egenti, N., 2016. The role of guidance and counselling in effective teaching and learning in schools. RAY: International Journal of Multidisciplinary Studies, 1(2), pp.36-48.

Omar, M.T.M., 2020. Religious Education in the Arab World: Saudi Arabia, Sudan and Egypt as Models. English Language Teaching, 13(12), pp.27-36.

Onwuegbuzie, A. J., & Leech, N. L. (2006). Linking research questions to mixed methods data analysis procedures. The Qualitative Report, 11, pp. 474-498.

Osborne, J. W. (2008). Best Practices in Quantitative Methods. USA: Sage Publications.

Paton, M. Q. (2022). How to Use Qualitative Methods in Evaluation. 2nd ed. Los Angeles: Sage Publications, pp.44-69.

Osman, Y., 2019. The significance in using role models to influence primary school children's moral development: Pilot study. Journal of Moral Education, 48(3), pp.316-331. https://doi.org/10.1080/03057240.2018.1556154

Pais, A. and Costa, M., 2020. An ideology critique of global citizenship education. Critical Studies in Education, 61(1), pp.1-16. http://dx.doi.org/10.1080/17508487.2017.1318772

Pang, D. and Ruch, W., 2019. The mutual support model of mindfulness and character strengths. Mindfulness, 10(8), pp.1545-1559. https://doi.org/10.1007/s12671-019-01103-z

Pangalila, T., Tuerah, J. and Umar, M., 2020. Character formation through civic education learning process. International Journal of Psychosocial Rehabilitation, 24(2).

Paterson, T.A. and Huang, L., 2019. Am I expected to be ethical? A role-definition perspective of ethical leadership and unethical behavior. Journal of Management, 45(7), pp.2837-2860. https://doi.org/10.1177/0149206318771166

Paton, M. Q. (2022). How to Use Qualitative Methods in Evaluation. 2nd ed. Los Angeles: Sage Publications, pp.44-69.

Peterson, A., Milligan, A. and Wood, B.E., 2018. Global citizenship education in Australasia. In The Palgrave handbook of global citizenship and education (pp. 3-20). Palgrave Macmillan, London.

Pittman, J., 2017. Exploring global citizenship theories to advance educational, social, economic and environmental justice. Journal of Tourism and Hospitality, 6(6). [Online]. Available at: https://www.longdom.org/open-access/exploring-global-citizenship-theories-to-advance-educational-social-economic-and-environmental-justice-16951.html

Plant, J.F., 2018. Responsibility in public administration ethics. Public Integrity, 20(sup1), pp.S33-S45. https://doi.org/10.1080/10999922.2017.1413927

Prihandono, T.A. & Kusriyah, S.K., 2018. Awareness on Constitutional Rights of Citizens and Form of Protection of Constitutional Rights of Citizens in Indonesia. Jurnal Daulat Hukum, 2(1), pp.1003-1012.

Pring, R., 2019. Development of moral education in the UAE: Lessons to be learned. Oxford Review of Education, 45(3), pp.297-314. https://doi.org/10.1080/03054985.2018.1502169

Razem, R., 2020. Moral Education Initiative in the UAE: A Critical Analysis from Social Identity Theory and Culture Learning Approaches. [Online]. Available at: https://www.researchgate.net/publication/343451685_Moral_Education_Initiative _in_the_UAE_A_Critical_Analysis_from_Social_Identity_Theory_and_Culture_L earning_Approaches

Rezaei-Dehaghani, A., Keshvari, M., and Paki, S., 2018. The relationship between family functioning and academic achievement in female high school students of Isfahan, Iran, in 2013–2014. Iranian Journal of Nursing and Midwifery Research, 23(3), pp.183-187.

Ribeiro, P.C.C., Almada, D.S.Q., Souto, J.F. and Lourenço, R.A., 2018. Permanence in the labour market and life satisfaction in old age. Ciência & Saúde Coletiva, 23(8), pp.2683-2692. https://doi.org/10.1590/1413-81232018238.20452016.

Ruettgers, M.M., 2013. A content analysis to investigate the evidence of 21st century knowledge and skills within elementary teacher education programs in the United States (Doctoral dissertation, Lindenwood University). https://www.proquest.com/openview/590579656a37cfaab147e9976cd9370c/1?pq-origsite=gscholar&cbl=18750

Sahan, H.H. and Terzi, A.R., 2015. Analyzing the relationship between prospective teachers' educational philosophies and their teaching-learning approaches. Educational Research and Reviews, 10(8), pp.1267-1275. https://academicjournals.org/journal/ERR/article-full-text-pdf/599E70652560

Sarbaini, 2019. What happens in the citizenship education climate at public high school? Advances in Social Science, Education and Humanities Research, 418.

Sbai, I., 2019. Experiences and perceptions of teachers and parents about the impact of the moral education program implementation in Dubai schools. Journal of Researching Education Practice and Theory (JREPT), 2(2), pp. 31-47.

Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G. and Friedman, T., 2018. Becoming citizens in a changing world: IEA International Civic and Citizenship Education Study 2016 international report (p. 243). New York: Springer Nature.

Sheikh, S.U. and Ali, M.A., 2019. Al-Ghazali's Aims and Objectives of Islamic Education. Journal of Education and Educational Development, 6(1), pp.111-125.

Sibbett, L.A., 2016. Toward a transformative criticality for democratic citizenship education. Democracy and Education, 24(2), pp.1-11.

Sousa Santos, B., 2017. Toward a multicultural conception of human rights. [Online]. Available at:

http://www.boaventuradesousasantos.pt/media/Toward%20a%20multicultural%20conception%20of%20human%20rights_Deusto.pdf

Starkey, H., 2018. Fundamental British values and citizenship education: Tensions between national and global perspectives. Geografiska Annaler: series B, human geography, 100(2), pp.149-162. https://doi.org/10.1080/04353684.2018.1434420

Sullivan, A., Henderson, M., Anders, J. and Moulton, V., 2018. Inequalities and the curriculum. Oxford Review of Education, 44(1), pp.1-5.

Terzi, A.R. and Uyangör, N., 2017. An analysis of the relationship between scientific epistemological beliefs and educational philosophies: A research on formation teacher candidates. Universal Journal of Educational Research, 5(12), pp.2171-2177. https://files.eric.ed.gov/fulltext/EJ1161586.pdf

The Commonwealth iLibrary, n.d., Models of citizenship and civic education. https://www.thecommonwealth-ilibrary.org/index.php/comsec/catalog/download/135/132/903?inline=1

Thoreson, R., 2018. The limits of moral limitations: Reconceptualizing "morals" in human rights law. Harvard International Law Journal, 59(1), pp.197-244.

Tryggvason, Á., 2017. The political as presence: On agonism in citizenship education. Philosophical Inquiry in Education, 24(3), pp.252-265. https://doi.org/10.7202/1070610ar

Ünal, F. and Kaygın, H., 2019. Citizenship education for adults for sustainable democratic societies. Sustainability, 12(1), p.56. https://doi.org/10.3390/su12010056

Veugelers, W., 2020. Different views on global citizenship education: Making global citizenship education more critical, political and justice-oriented. In Global Citizenship Education and Teacher Education (pp. 20-39). Routledge. https://doi.org/10.4324/9781351129848-2

Waghid, Y. and Davids, N., 2016. Islamization and Democratization of Knowledge in Postcolonial Muslim-Oriented Contexts: Implications for Democratic Citizenship Education. In Philosophies of Islamic Education (pp. 232-247). New York: Routledge.

Weinberg, J. and Flinders, M., 2018. Learning for democracy: the politics and practice of citizenship education. British Educational Research Journal, 44(4), pp.573-592. https://bera-journals.onlinelibrary.wiley.com/doi/epdf/10.1002/berj.3446

Wellman, C.P., 2015. Welfare rights. Wiley Encyclopedia of Management, pp.1-2. https://doi.org/10.1002/9781118785317.weom020187

Wenar, L., 2017. The nature of rights. In Rights: Concepts and Contexts (pp. 213-242). New York: Routledge.

Wren, S.T., 2021. Improving Emirati students' social responsibility competence through global citizenship education. Learning and Teaching in Higher Education: Gulf Perspectives, 17(2), pp.80-94.

Yahya, A., & David, S.A., (2022). Teachers' Job Satisfaction in Instructional Delivery Modalities, and the Role of School Leaders: A Study among Selected Private Schools in the UAE. International Journal of Educational Administration, Management and Leadership, 3(2), 105-122.

Yemini, M., Tibbitts, F. and Goren, H., 2019. Trends and caveats: Review of literature on global citizenship education in teacher training. Teaching and Teacher Education, 77(1), pp.77-89.

Yusuf, N., 2017. Changes required in Saudi universities curriculum to meet the demands

of 2030 vision. International journal of economics and finance, 9(9), pp.111-116.

Zhu, M., Sari, A. and Lee, M., (2018). A systematic review of research methods and topics

of the empirical MOOC literature (2014–2016). The Internet and Higher Education,

37, pp.31-39.