

## **PROMOTING GLOBAL CITIZENSHIP SKILLS THROUGH RESEARCH, COLLABORATION, AND EDUCATION: EMPIRICAL EVIDENCE FROM LECTURERS IN KADUNA STATE**

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**Abstract:** The world has become a global village, such that people in far-away regions can access data and information from anywhere across the globe in the blink of an eye due to globalization's availability of high information and technology. However, as a potential global citizen, an individual needs relevant, applicable skills to efficiently utilize the most available information and knowledge. However, how best to let people know and efficiently use such skills needs to be addressed. The study empirically delved into the perception of Kaduna State lecturers regarding the promotion of global citizenship skills through research, collaborations, and education. Three research questions were raised and answered in this study. A qualitative approach and descriptive survey research design were adopted for this study. Simple Random and Purposive Sampling techniques were deployed in drawing three public tertiary institutions in Nigeria, and 471 lecturers from these institutions formed the sample size for the study. A well-structured questionnaire was designed and administered to collect relevant data. After adequate validation by three research experts, the instrument was subjected to a Cronbach's alpha reliability test. This yielded a correlation coefficient of 0.79. The researchers, along with six research assistants, administered and fully retrieved the required data. Basic descriptive tools, such as percentages and pie charts, were adopted for data analysis. Results from the study, among others, revealed that more than 50% of the respondents perceived research, collaborations, and education as a good medium for promoting GCC skills. The study recommended that more efforts should be made to leverage the opportunities inherent in research, collaborations, and education for the rapid spread of skills meant to enhance GCC.

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**Keywords:** Global Citizenship Skills, Research, Collaboration, Education, Lecturers.

### **Introduction**

Global citizenship is a paradigm shift for fostering inclusive, responsible, and informed individuals who can engage with global challenges in an increasingly interconnected world. It deals with the perception of citizenship on a global scale, where individuals who have acquired the skills of citizens consider themselves collaborators, researchers, and influencers of an infinite globe in terms of a sense of belonging to deal with the global crises

shaping the higher education landscape. This underscored the ideas of Nwabudike, Edeh, Onwuzurike, and Okoro (2024) and Oxley and Morris (2013), who individually described global citizenship as a sense of belonging to a broader global community while recognizing people, cultures, and economies' interdependence and interconnectivity.

This implies that, as a global citizen in perspective, one is expected to place less emphasis on a priori perceived natural and/or human-made limitations, such as geographical, cultural, technological, and climate-related boundaries, to curb its menace. It requires research, collaborations, and education to deal with its threat. This suggests that a global citizen should place less focus on a priori perceived natural and/or man-made limits, such as physical, cultural, technological, and climate-related borders, to lessen its threat, as addressing its threat necessitates research, collaborations, and education. Global citizens are essentially expected to think beyond national boundaries, value cultural diversity, be team players, influencers, and educators, and collaborate to address global issues such as the delivery of experiential learning, pedagogical delivery, war, unrest, environmental disasters and climate change, inequality, human rights, and technological advancement.

Unquestionably, achieving this requires the essential skill set to be promoted and acquired globally and, in this context, referred to as 'global citizenship skills.' The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015) described global citizenship skills as a set of globally needed skillsets that encompass critical thinking, intercultural competence, digital literacy, sustainability awareness, and collaborative problem-solving, which are essential for success in the workforce and society of the 21st century. This highlights the skill set's significance in promoting citizenship that transcends physical boundaries. Global citizenship is a transdisciplinary exploration of our work, consisting of theories, practices, and values embedded in the curricula (Stanlick & Doiron, 2024).

However, attaining these feats requires that one undergoes relevant training and experiences that will equip one with key knowledge, skills, and competencies needed to navigate all parts of the world with less challenge. This is why UNESCO (2015) recommended global citizenship education (GCE), aimed at developing skills in: critical and analytical thinking to understand global challenges; intercultural communication to effectively interact in a multicultural world; collaboration and teamwork to address cross-border issues; digital and technological literacy for navigating the global digital economy; and ethical decision-making and civic engagement for responsible global participation.

These competencies are crucial for Nigerians to consider themselves as networked global citizens. A Nigerian would become capable and ready to navigate an increasingly globalized labor market and contribute meaningfully to both local and international development if adequately equipped with such skills and competencies. One of the best platforms for propagating and advancing global citizenship skills is believed to be through the school system, especially higher tertiary institutions of learning in Nigeria, particularly universities. The goal of modern higher education is to equip students to handle both current and future challenges, and one important answer is global citizenship. Universities are the pinnacle of postsecondary education and need to be redesigned and reorganized to equip students with the skills, information, morality, and experiences they will need to be self-sufficient, labor employers, and employed in any organization (Ubabudu, 2024). This calls to mind the submission of Julius Nyerere in 1970, which is apt in this study because it captures the imperative of promoting global citizenship skills through research, collaboration, and education. Nyerere opined that 'an institution of higher learning, a place where people's minds are trained for clear thinking, for independent thinking, for analysis, "and for problem solving at the highest level' (Nyerere,1970). Similarly, Aina (2020) avowed that universities are essential in

promoting and fostering these skills through research, collaboration, and education, equipping students with the knowledge and competencies needed to contribute to global development. Aina buttressed that integrating global citizenship skills into the university curriculum is imperative, if not indispensable, in Nigeria, where higher education institutions are expected to produce globally competitive graduates.

Oshodi, Moshood, and Ubabudu (2022) aptly expressed it well by arguing that universities have functions beyond the ordinary preservation of information. The reason for this may be that universities serve as venues for global cooperation and conflicts, in addition to their "teaching, research, and community service" (TRC) mission. This might be the case because universities serve as arenas for global cooperation and conflicts in addition to their primary purpose of "teaching, research, and community service" (TRC). Understandably, achieving this requires strategic efforts in fostering research-driven learning, international collaborations, cultural exchanges, and innovative educational practices.

The global citizen crusade is also believed to be made possible through academic research. Academic research is a fundamental driver of knowledge creation, innovation, and policy formulation in society, as often championed by tertiary institutions. In connection with the foregoing, Altbach (2016) pointed out that research serves as a tool for understanding global challenges and proposing solutions through evidence-based policy recommendations in the context of global citizenship. This is promising, pointing to the positives that higher institutions of learning in Nigeria, especially universities, have the potential to enhance global citizenship skills through multidisciplinary research that addresses pressing issues such as pedagogical learning and teaching, climate change, public health, artificial intelligence, and social justice. However, Aina (2020) lamented that limited funding, inadequate infrastructure, and weak research collaborations with international institutions often hinder research output in Nigeria. In essence, strengthening research culture and fostering global research networks can help Nigerian students and scholars engage with international discourse and contribute to global knowledge production.

Collaboration, which is considered one of the tools for advancing socio-economic and political development, is essential in building skills in global citizenship (Orji, Onu, Ofozoba, & Nditu, 2024). Orji et al. (2024) further reiterated that it allows students and faculty members to engage with diverse perspectives and expertise. Orji et al. (2024) stressed that international collaborations between Nigerian lecturers and their counterparts from other tertiary institutions across the globe facilitate: student exchange programs that expose students to diverse cultural and academic environments, joint research projects that tackle global issues from multiple perspectives, virtual learning platforms that connect students with international peers and scholars, and industry-academic partnerships that bridge the gap between education and global labor market demands. However, this does not exist without challenges. Similarly, Okebukola (2018) argued that Nigerian universities face challenges such as bureaucratic restrictions, funding limitations, and low participation in global education networks despite the potential benefits of collaborations. Remedying this ugly situation demands that collaborations be strengthened and emphasized to enhance lecturers' exposure, experience, and participation in global best practices, thereby fostering intercultural competence and improving international research visibility.

To deploy education as an instrument to advance global citizenship, tertiary institutions in Nigeria should and must rethink curriculum design that incorporates global perspectives, digital skills, and interdisciplinary approaches, perhaps by adopting UNESCO's recommendations in 2015, which highlighted that universities integrate GCE into existing disciplines, ensuring that students are equipped with relevant skills, knowledge, experience, and competencies. Nwabudike et al. (2024) asserted that educators with the necessary knowledge and pedagogical skills to effectively teach GCE are essential. On the contrary, Olawale and Olayemi (2021) observed

that Nigerian universities often rely on traditional, lecture-based teaching methods with limited emphasis on interactive and experiential learning that prioritizes practical experience, such as easy student exchange and intercultural excursions and discourse. This indicates that if progress is to be made in promoting citizenship on a global scale through the Nigerian education system, reforms in higher education pedagogy are needed to align with the evolving demands of global citizenship education.

Notwithstanding the recognized importance of global citizenship skills, Nigerian universities can be steadily faced with structural, economic, and policy challenges in terms of fully integrating needful research, collaboration, and education. As some scholars have pointed out, this seems to have created observable gaps. Aina (2020) observed that Nigerian universities struggle with low research funding and inadequate collaboration with international scholars, limiting their contributions to global knowledge. Likewise, Okebukola (2018) decried the lack of strong ties between Nigerian universities and international institutions, reducing opportunities for joint research, student exchanges, and global academic networking. Similarly, Ofozoba et al. (2023) lamented that traditional rote-learning approaches and limited access to digital tools and modern research facilities do not adequately prepare students for the demands of a globalized world, thereby hindering the adoption of globalized education models. From the foregoing observations, it is understood that existing studies have explored higher education reforms in Nigeria and the role of digital learning in GCE, but research on the integration of research, collaboration, and curriculum transformation in promoting GCS remains dearth and limited in the literature. This study aims to fill this gap by empirically investigating what lecturers in Nigerian universities perceive as ways of enhancing GCS through improved research culture, strengthened collaborations, and a revised education system.

### **Purpose of the study**

This study aimed to examine the perception of Kaduna State lecturers regarding the promotion of global citizenship skills through research, collaborations, and education. In specific terms, the study sought to determine lecturers' perceptions of the following:

1. How research promotes skills in global citizenship
2. How collaborations promote skills in global citizenship;
3. How Education Promotes Global Citizenship Skills

### **Research Questions**

The following research questions were addressed in this study:

1. What percentage of lecturers agree or disagree with the statement on how research promotes GCS?
2. What percentage of lecturers agree or disagree with the statement on how collaborations promote GCS?
3. What percentage of lecturers agree or disagree with the statement on how education promotes GCS?

### **Materials and Methods**

A qualitative approach and descriptive survey research design were adopted for this study. Explaining the design, Tanny (2018) described it as one of the research design procedures in which a researcher administers a data collection instrument (online and/or offline) on a sample or to the entire population of people, known as respondents, to elicit relevant data that could aid in describing and providing systematic explanations to the attitudes, opinions, behaviors, and/or characteristics of the population on a matter being studied. Based on the foregoing, a descriptive survey design has been chosen for the study, which tends to deploy a structured questionnaire as the major data collection instrument for the study concerning the perception of lecturers on how GCS are improved through research, collaborations, and education.

The study population comprised all public universities in the North-Central Geopolitical Zone, Nigeria. Random and purposive sampling techniques were deployed in drawing three (3) public tertiary institutions and 471 lecturers, respectively, as the sample size for the study. The sample comprised 308 male and 163 female lecturers.

A structured instrument, titled ‘Promoting Global Citizenship Skills through Research, Collaborations, and Education Questionnaire (PGCSRCEQ)’, was used to collect relevant data. It was structured on a four-point Likert scale, namely: ‘strongly agreed, 4’, ‘agreed, 3’, ‘disagreed, 2’, and ‘strongly disagreed, 1’. After adequate validation by three research experts, the instrument was subjected to a reliability test using the Cronbach Alpha method. It satisfactorily yielded a correlation coefficient of 0.79, which is in tune with Nworgu (2015), who recommended that a coefficient value of 0.60 is adequate for any research work. Thus, the PGCSRCEQ instrument is deemed appropriate for this study.

The researcher and six research assistants distributed and collected the questionnaires from the 471 lecturers who participated in the study during the data collection process. This indicates that all PGCSRCEQ data were gathered. Basic descriptive methods, including tables and percentages, were used for data analysis. The tables aided the data presentation, while the percentages helped the researchers in making remarks such as ‘agreed’ or ‘disagreed’ for each item. For example, the phrase "agreed" was used to describe questionnaire questions that were >50%, and "disagreed" was used to describe those that were 50%.

**Results**

**Research Question 1:** What percentage of lecturers agree or disagree with the items regarding how research promotes GCS?

*Table 1: Percentage ratings of lecturers’ responses regarding how research promotes global citizenship skills.*

S/N	Items: Research promoting global Citizenship skills as follows:	Male (n=308)		Female (n=163)	
		%	Remark	%	Remark
1.	It encourages interdisciplinary research on global issues, helping students and scholars understand complex global challenges such as climate change, migration, and economic inequality.	70%	Agreed	71%	Agreed
2.	Enables research partnerships between Nigerian university lecturers and global institutions, providing opportunities for cross-cultural knowledge exchange	68%	Agreed	70%	Agreed
3.	Set up of research clubs and thesis projects focusing on global governance and digital transformation on a global scale	70%	Agreed	69%	Agreed
4.	Encourages scholars and students to publish in globally recognized journals, enhances their exposure to international academic discourse, and allows them to engage with diverse perspectives and contribute to global conversations.	73%	Agreed	70%	Agreed
5.	Conducting research that influences national and international policies on global issues helps students understand the role of research in shaping societies.	65%	Agreed	63%	Agreed
6.	Using digital tools and open-access research databases allows students and faculty members to engage with global knowledge, improve digital literacy, and collaborate remotely with international researchers	65%	Agreed	66%	Agreed

7.	It promotes research that adheres to ethical standards and emphasizes social justice, equality, and sustainability, fostering a sense of responsibility toward the global community.	68%	Agreed	69%	Agreed
8.	Through community-based research and GISs, students can engage in field research that addresses local challenges with global significance, thereby helping them see the interconnectedness of local and global issues.	73%	Agreed	70%	Agreed
9.	It facilitates cross-cultural research exchanges where students and faculty members conduct research in different cultural settings, broadening perspectives and strengthening global collaboration skills.	66%	Agreed	69%	Agreed
10.	Incorporating research findings into classroom discussions, case studies, and assignments helps students connect theory with real-world global challenges, fostering critical thinking and active global citizenship.	74%	Agreed	70%	Agreed

The results in Table 1 show that the range of percentage ratings for the items in the column for male lecturers ranged from 65% to 74%, meaning that each item had a rating greater than 50%. The percentage ratings for female lecturers ranged from 63% to 71%, implying that the lowest rating was greater than 50%. In essence, all the items were remarked, ‘agreed’, irrespective of the gender of the lecturers. Therefore, more than 50% of the respondents agreed with the items as a good measure for promoting global citizenship skills.

**Research Question 2:** What percentage of lecturers agree or disagree with how collaborations promote GCS?

**Table 2:** Percentage ratings of lecturers’ responses regarding how collaborations promote global citizenship skills.

S/N	Items: Global collaborations promote global Citizenship skills as follows:	Male	Remark	Female	Remark
		(n=308) %		(n=163) %	
1.	Universities can collaborate on joint research projects with global institutions, allowing students and faculty to work with diverse teams and gain insights into international best practices.	74%	Agreed	83%	Agreed
2.	Exchange programs enable students and lecturers to study, teach, or conduct research in different countries, thereby fostering intercultural communication, adaptability, and global awareness.	71%	Agreed	68%	Agreed
3.	Online collaborations between students and scholars from different countries through collaborative online international learning platforms encourage cross-cultural dialogue and teamwork	79%	Agreed	74%	Agreed
4.	Partnering with international universities to offer dual-degree programs or global certifications exposes learners to different educational systems and enhances their employability in a globalized world.	90%	Agreed	78%	Agreed

5.	Universities can collaborate with global organizations for community service projects that address issues such as climate change, poverty, and human rights, helping students develop empathy and social responsibility.	61%	Agreed	53%	Agreed
6.	Collaborating with multinational corporations for internships, mentorship, and innovation hubs helps students develop skills that align with the global job market's demands	59%	Agreed	63%	Agreed
7.	Participating in international academic conferences and summits allows students and faculty to engage in global debates, share research findings, and build networks.	70%	Agreed	74%	Agreed
8.	Encouraging students to join global organizations such as AIESEC, Model United Nations (MUN), and UNESCO Student Networks fosters leadership, teamwork, and a sense of global responsibility.	82%	Agreed	79%	Agreed
9.	Engaging in global open-source initiatives, hackathons, and digital research collaborations enhances digital literacy and promotes cross-border problem-solving skills	62%	Agreed	77%	Agreed
10.	Universities can collaborate with organizations such as the United Nations, the African Union, and the World Bank to provide students with real-world exposure to global governance, policymaking, and sustainable development efforts.	76%	Agreed	80%	Agreed

A closer examination of Table 2 revealed that the range of percentage ratings for the items in the column for male lecturers ranged from 59% to 90%, implying that each item had a rating greater than 50%. Also, on the part of female lecturers' perception, the result showed the range to be from 53% to 83%. This implied that the rating of each item was greater than 50%. Hence, all items were remarked, 'agreed', without gender-based biases. This means that more than 50% of the respondents agreed that collaborations serve as a good measure for promoting global citizenship skills.

**Research Question 3:** What percentage of lecturers agree or disagree with the items on how education promotes GCS?

**Table 3:** Percentage ratings of lecturers' responses regarding how education promotes global citizenship skills.

S/N	Items: Education promotes global Citizenship skills as follows:	Male	Remark	Female	Remark
		(n=308) %		(n=163) %	
1.	Incorporating GCE into the curriculum of tertiary institutions can embed GCE themes in existing courses across disciplines	77%	Agreed	73%	Agreed
2.	Encouraging learners to explore global challenges from multiple perspectives, such as combining science, social sciences, humanities, and technology, enhances critical thinking and problem-solving skills.	61%	Agreed	78%	Agreed
3.	Engaging students in community service, internships, and study-abroad programs exposes them to real-world global challenges and fosters empathy and social responsibility.	89%	Agreed	71%	Agreed

4.	Courses on intercultural communication, diversity, and inclusion help students appreciate different perspectives and interact effectively in multicultural environments.	72%	Agreed	78%	Agreed
5.	Offering courses in foreign languages and promoting bilingual education enhances the ability of students to engage with different cultures and international opportunities	64%	Agreed	58%	Agreed
6.	Training students to critically evaluate global media content, understand digital ethics, and participate in global digital conversations fosters responsible online engagement.	71%	Agreed	64%	Agreed
7.	Encouraging students to establish and lead global citizenship clubs, model United Nations (MUN) teams, and sustainability projects nurtures leadership and civic engagement.	78%	Agreed	74%	Agreed
8.	Applying real-world case studies on topics such as climate change, migration, and social justice helps students understand global interconnectedness and its role in addressing challenges.	80%	Agreed	79%	Agreed
9.	Courses on ethics, civic engagement, and responsible leadership prepare students to be active contributors to society at both local and global levels.	62%	Agreed	77%	Agreed
10.	Leveraging technology for global learning in the form of virtual exchange programs, online courses from international universities, and participation in global webinars enables students to learn from experts worldwide and collaborate with international peers.	66%	Agreed	69%	Agreed

The percentage of lecturers who rated the items ranged from 61% to 89% (Table 3). This reveals that every item had a rating of >50%. Likewise, the perception of female lecturers indicated that the range was between 58% and 79%. This means that each item’s rating was greater than 50%, leading to all items being marked as ‘agreed’ for male and female lecturers. For this reason, more than 50% of the respondents agreed that education serves as a good measure for promoting global citizenship skills.

**Discussion of the Findings**

The study reported that the ways research serves as a good measure for promoting global citizenship skills include: it encourages interdisciplinary research on global issues which helps students and scholars understand complex global challenges like climate change, migration, and economic inequality; enables research partnerships between lecturers of Nigerian universities and global institutions; provide opportunities for cross-cultural knowledge exchange; leads to setting up of research clubs and thesis projects focusing on global governance, and digital transformation on a global scale; encourages scholars and students to publish in globally recognized journals; enhances exposure to international academic discourse, allowing them to engage with diverse perspectives and contribute to global conversations; lead to conducting of research that influences national and international policies on global issues; helps students understand the role of research in shaping societies; utilizing digital tools and open-access research databases allows students and faculty members to engage with global knowledge, improve digital literacy, and collaborate with international researchers remotely; it leads to promotion of research

that adheres to ethical standards and emphasizes social justice, equality, and sustainability which fosters a sense of responsibility toward the global community; through community-based research and global impact studies, students are able to engage in field research that addresses local challenges with global significance, thereby helping them to see the interconnectedness of local and global issues; it facilitates cross-cultural research exchanges where students and faculty members conduct research in different cultural settings broadens perspectives and strengthens global collaboration skills, and by incorporating research findings into classroom discussions, case studies, and assignments helps students connect theory with real-world global challenges, fostering critical thinking and active global citizenship. This finding is in tune with Altbach (2016), who reported that research serves as a tool for understanding global challenges and proposing solutions through evidence-based policy recommendations in the context of global citizenship.

The investigation also reported that the ways collaborations serve as good measure for promoting global citizenship skills include: universities can collaborate with global institutions on joint research projects, allowing students and faculty to work with diverse teams and gain insights into international best practices; collaborations in the form of exchange programs enable students and lecturers to study, teach, or conduct research in different countries, thereby fostering intercultural communication, adaptability, and global awareness; online collaborations between students and scholars from different countries through platforms that encourage cross-cultural dialogue and teamwork; partnering with international universities to offer dual-degree programs or global certifications exposes learners to different educational systems and enhances their employability in a globalized world; universities can collaborate with global organizations for community service projects that address issues like climate change, poverty, and human rights, helping students develop empathy and social responsibility; collaborating with multinational corporations for internships, mentorship, and innovation hubs helps students develop skills that align with the demands of the global job market; participating in international academic conferences and summits allows students and faculty to engage in global debates, share research findings, and build networks; encouraging students to join global organizations such as AIESEC, Model United Nations (MUN), UNESCO Student Networks, fosters leadership, teamwork, and a sense of global responsibility; engaging in global open-source initiatives, hackathons, and digital research collaborations enhances digital literacy and promotes problem-solving skills across borders, and universities can collaborate with organizations like the United Nations, African Union, and World Bank to give students real-world exposure to global governance, policymaking, and sustainable development efforts. Orji et al. (2024) pointed out that international collaborations between Nigerian lecturers and their counterparts from other tertiary institutions across the globe often facilitate student exchange programs, joint research projects that tackle global issues from multiple perspectives, and virtual learning platforms that connect students with international peers and scholars.

Furthermore, the study reported that the ways education serves as a good measure for promoting global citizenship skills include: incorporating Global Citizenship Education (GCE) into the curriculum of tertiary institutions can embed global citizenship themes into existing courses across disciplines; encouraging learners to explore global challenges from multiple perspectives, such as combining science, social sciences, humanities, and technology enhances critical thinking and problem-solving skills; engaging students in community service, internships, and study-abroad programs exposes them to real-world global challenges, fostering empathy and social responsibility; courses on intercultural communication, diversity, and inclusion help students appreciate different perspectives and interact effectively in multicultural environments; offering courses in foreign languages and promoting bilingual education enhances students' ability to engage with different cultures and international opportunities;

training students to critically evaluate global media content, understand digital ethics, and participate in global digital conversations fosters responsible online engagement; encouraging students to establish and lead global citizenship clubs, and sustainability projects nurtures leadership and civic engagement; applying real-world case studies on topics such as climate change, migration, and social justice helps students understand global interconnectedness and their role in addressing challenges; courses on ethics, civic engagement, and responsible leadership prepare students to be active contributors to society at both local and global levels, and leveraging technology for global learning in the form of virtual exchange programs, online courses from international universities, and participation in global webinars enable students to learn from experts worldwide and collaborate with international peers. Consistent with these findings, UNESCO (2015) recommended global citizenship education (GCE) to develop skills in: critical and analytical thinking to understand global challenges; intercultural communication to effectively interact in a multicultural world; collaboration and teamwork to address cross-border issues; digital and technological literacy for navigating the global digital economy; and ethical decision-making and civic engagement for responsible global participation.

### **Conclusion**

The study concluded that research serves as a good measure for promoting GCS. Collaborations remain a veritable tool for promoting skills in global citizenship. Education is indispensable for global citizenship skills to become widespread, promoted, and appreciated. In essence, there is a need to imagine what would become of the crusade for global citizenship and the skills needed to actualize it with the operations of research, collaborations, and functional education. Perhaps, one would realize that acquiring the needed skills and competencies will become an impossible mission and a futile venture without incorporating robust research, relevant collaborations, and world-class education into the pursuit and operations of global citizenship.

### **Recommendations**

Based on the study findings, the research recommends that:

1. Higher learning institutions, which are ideally learning, research, and innovation-oriented, should make more efforts to leverage the opportunities inherent in research to discover and quickly spread relevant skills meant for enhancing global citizenship. By prioritizing GCI-related investigations, tertiary institutions in Nigeria, in particular, and their counterparts in other countries would become better positioned to champion the course of revealing and recommending the best skills and competencies that would positively impact GCI.
2. Tertiary institutions in Nigeria must prioritize collaborations and be willing and ready to partner and cooperate with other institutions of higher learning across the world in the area of what it takes to become a global citizen. By doing so, cultural diversity and uniqueness, laws, and politics would be shared, learned, and operationalized without geographical boundaries.
3. Higher institutions in Nigeria should not only understand that a lot is changing globally about what constitutes a 21st-century citizen but also be ready and willing to review and adjust relevant parts of the curriculum in a manner that will provide and equip learners with appropriate knowledge, experience, skills, and competencies for a global citizen. In doing so, Nigerian students and faculty members would develop a sense of belonging to the global community, just as their counterparts in other countries.

### **Conflicts of Interest:**

The authors have no conflicts of interest to declare.

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**AUTHORSHIP CONTRIBUTIONS;**

**UBABUDU Mary Chinelo** was instrumental in developing the title, drafting the manuscript, building the background, literature review, design, distribution, data collection, instrument design, data collection and analysis, and discussion of findings, editing, and approving the manuscript.

**AHMED Adam Okene** was responsible for drafting the manuscript, methodology, instrument design, data collection and analysis, editing, and manuscript approval.

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## Briefing the Authors

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- 2. Ahmed Adam Okene** is a professor and current College Provost, Center for Strategic Research and Studies, National Defence College Abuja, the Apex Military Training Institution in Nigeria. He was a former head of the Department of History and War Studies, Dean of the Postgraduate School, and Director of Linkages and Collaboration at the Nigerian Defence Academy, Kaduna, Nigeria. He was the Chairman of the Governing Council and Pro-Chancellor, Kogi State University, Ayigba, and a member of the Presidential Task Force on Police Reform that established the Nigeria Police Academy, Wudil, Kano. He has published widely and served as an external examiner to Nigerian and international universities. His academic and defence benchmarking led him to several universities and military academies, including Stellenbosch University, South Africa, Royal Military Academy, Sandhurst, and Royal Air Force, Cranwell, UK. Royal Marine, Lympstone, UK, National Defence Colleges of Qatar, Venezuela, Saudi Arabia, and Morocco, among others.