

The impact of structural support and supervision process of teachers in fostering teacher competence and attitude on global citizenship education through English language education (ELE) in schools

Kumari Ekanayake^{1*}, Dr. Ali Khatibi², Dr.S.M.Ferdous Azam³

¹ Director of Education, Department of Education in Central Province, Sri Lanka and PhD Scholar in Education, Management and Science University (MSU), Malaysia

² Professor, Faculty of Management, Management and Science University (MSU), Malaysia

³ Doctor, Senior Lecturer. Faculty of Management, Management and Science University (MSU), Malaysia

Abstract

The key aim of this research is to investigate how structural support and supervision process of teachers impact on fostering Global citizenship Education (GCE) skills in 350 English Language Teachers from Central Province in Sri Lanka. The first research question examined the structural support the teachers receive in disseminating GCE through English language Education (ELE) in school context. The second research question examined the ongoing supervision process of teachers in terms of GCE through ELE at school level. Overall, the analysis revealed, in contrast to the participants' desired interest to disseminate GCE ideals through ELE, practicing GCE in school context is statistically insignificant amongst the sampled group of teachers. The descriptive analysis of the study statistically revealed how supervision process of teachers and structural support the teachers receive at school level impact on teacher competence and attitude in practicing GCE through ELE. Moreover, the values of regression analysis indicated the positive impact of structural support and the supervision process of the teachers at school level in fostering competence and attitude on GCE through ELE context. Further, this research intends to shed some light on the importance of fostering teacher competence and attitude on GCE to ensure better practices of GCE in Sri Lankan schools which is less research area in Sri Lankan context.

Keywords: global citizenship education, English language education, structural support, supervision process, teacher competence

1. Introduction

The citizens of the contemporary world have been witnessing detrimental effects of economic, environmental, social, political, and cultural and health issues than propitious effects of them in this increasingly interdependent and interconnected world, for more than two decades now. This scenario urges new kind of education from world populism and educational policy makers, to appropriately handle these challenges and go for sustainable solutions to them. Correspondently, GCE is an urgently need key of educational approaches which empowers learners to engage and assure active role both locally and globally in them as proactive contributors to a more just peaceful, tolerant, inclusive, secure and sustainable world (UNODC, 2019, p. 14) ^[33]. In this light, GCE is an educational theory of the common good in which it encourages of acting in society that is community centric, ecologically balanced and culturally sensitive in the ongoing constructions of ecologically balanced and culturally peaceful world (Bosio & Toress, 2019, p. 4) ^[6]. As Bosio and Torres ^[6] further indicate GCE is a form of intervention of theory and agency of implementation since the world is becoming more and more diverse as well as interdependent while its borders are becoming more and more porous. Concurrently, at the level of classroom and curriculum setting, excellent educators are engaged in GCE (p. 3). In consequence, GCE as key form of learning in the citizens of

this globalized world, has become prompt concept in education discourse and policies around the world (Franch, 2019) ^[15].

Accordingly, resistance to GCE would absolutely intensifies economic recession, social instability, tensions, conflicts and severe threats to the wellness of the world population and thereby the opportunity of developing the world collaboratively. Therefore, GCE is essential than ever today since it makes sense of how global and local affairs are interrelated, interdependent and also to recognize opportunities, to possess necessary skills to act and use the opportunities they encounter (UNESCO, 2019) ^[32]. In that, GCE enriches and enable people to lead a successful life in this world.

However, implementation of GCE work required sustainable efforts. That being so, to accomplish this massive task, building teacher competence through effective and strategic teacher education programs is a critical requirement (Hin-Toh, Show, and Padilla, 2017) ^[17]. As it specified by excessive number of literature, in spite of teachers being the key agents of initiation GCE skills in their students, are not competent enough to do their role in this regard Kopish & Marques (2020); UNESCO (2018); Damiani (2018) and Roux, (2019) ^{[18, 31, 10] & [24]}. Furthermore, even if teachers' competence is a crucial determiner of GCE they are not competent enough do their assigned role due to a number of contextual issues,

particularly, lack of awareness, skills on GCE and inadequate structural support they receive to disseminate GCE into their students Bruce, North and Fitzpatrick (2019); Bitna (2017) and Bourn and Hunt (2017) ^[8, 5, 7].

This situation is principally relevant to Sri Lanka, where this research was conducted. Sri Lanka is a country ravaged by a civil war for more than 3 decades until recently. However even after the end this war in 2009, this country is still experiencing many economic, social and environmental issues. In particular, intermittent communal disputes. Since there is no single solution to overcome these issues and challenges, on the positive side, the multidimensional paradigm of GCE, can provide valuable tools to implement and invest as this approach aims to successfully encounter almost all aforesaid challenges and issues. Secondly, in case of Sri Lanka, achieving competence in English has become a burning issue (Perera, 2016 and Samaranyake, 2016) ^[21, 25]. Despite the fact that English should be the lynchpin of globalization of education, lack of competence in it is due to scarcity of competent teachers (Baldsing, 2013) ^[2]. Above all, preparing younger generation with 21 century skills has become key priority of educational agendas in all over the world (UNODC, 2019) ^[33]. As such, Sri Lanka is not exempted from this endeavor. Therefore, it is essential to have a strategic alignment to achieve competence in both these elements; GCE and ELE in pursuit of prosperity through sustainable efforts. Thus, this study intends to investigate, whether the structural support and supervision process of teachers make a significant impact in fostering teacher competence in GCE through ELE in Sri Lankan context.

2. Literature Review

The dearth of research literature on GCE and teacher competence in Sri Lankan context, necessitates in filling the existing void enabling to implement effective GCE practices in Sri Lanka. On the other hand, prevalent practices of school education in this country are predominantly reproduce conventional knowledge-based society (Sethunga *et al.*, (2016) ^[27]. In consequence, this orientation hinders the holistic development of children and thereby obstructing them from much needed 21st century skills and having effective life after schooling (Sedere *et al.*, 2016) ^[26].

Teacher competence, as the single most important factor in improving students' learning, it also becomes the most important determiner of students' learning. (Aturupane *et al.*, 2019) ^[1]. Hence, it is critical to ensure the competence of in-service teachers; 242000 in number, in network of government schools in Sri Lanka. Further, Aturupane *et al.*, (2019) ^[1] recommend to restructure pre-service teacher education with both; strong sense of course and practical components. However, unique and essential requirements related to teacher competence fall at the practice level. In this instance, supervision process of teachers or else monitoring, assessment and evaluation process the teachers under go at the school and its associated contextual support they receive are necessary to consider as it is scarce in research literature in education.

The philosophy underlying supervision is that all human beings in education system whether students, teachers, principals, administrators and supervisors are individuals of worth endowed with unique talents and capabilities Sunday, Leonard and Linus, 2019, p. 155) ^[28]. In line of that thought, teacher supervision is a mechanism for assessing evaluating

the quality of teaching in the classroom enabling a better understanding of what teachers are and are not doing well, enable intervention to address shortcomings in performance and also allow some measurement of the return on investment for the significant resources being allocated to in-service teacher education (Bruns and Luque, 2015, p. 35 as cited by Bambawale, Hughes and Lighfoot, 2018) ^[3]. As it further illustrated by them, it is an integral part of any robust education systems around the world. Especially, top education systems, where they invest heavily on multiple sources of evidence at varying degrees and contexts. In this sense, monitoring and evaluation processes make judgments on the quality of teaching and learning. However, to make the whole process effective, expert evaluators should monitor and evaluate the teachers intermittently using objective, valid and reliable criteria (Cassano, Costa and Fornasari, 2019) ^[9].

Supervision process of teachers in GCE perspectives is comparatively a difficult procedure (Edwards *et al.*, 2020) ^[12] as it aims to achieve transformative aspect of education focusing more on practical and soft skills. Thus, it requires multi-dimensional strategies to assess its related knowledge, skills attitude and behavior ^[22]. According to Aturupane *et al.*, ^[1] teacher supervision is a unique and essential requirement at the practice level as it bridges the gap between theory and practice. Elaborating further they emphasize, as a method of continuous professional development, it is through supervision the teachers update and upgrade their subject knowledge, skills and learn new pedagogies ensuring students' successful learning. Therefore, this research is sought to respond to the existing research gap in Sri Lanka.

Teacher supervision in Sri Lankan education system is not specifically outlined. Out of the two types of supervision at present; internal and external, the former is conducted by school principals, vice principals, sectional heads or senior teacher while the latter is the responsibility of Assistant Directors of Education, In-service Teacher Advisors and other officials from zonal, provincial education offices and Ministry of Education, National Institute of Education or authorized NGOs (Bandara, 2018) ^[4]. Moreover, with external supervision that happens mostly once a year, supervision of teaching learning process of teachers' also a priority. However, as an outcome of this inspection and evaluation which is mainly based on document support, assign a score (Perera and Hettiarachchi, 2016) ^[22]. Thus, they question to what extent the three main national level high-stake examinations performance contribute to the desired attributes of forming well rounded students? In this scenario, naturally all teachers and parents push their children to produce good result and show excellence in these examinations (p. 32). Therefore, as they emphasize without having a model of evaluation to reflect skills and attitude of students with due follow up work it is difficult to achieve the expected national goals of education.

In the matter of structural support, several number of literatures indicate (UNESCO, 2019); (UNODC, 2019) ^[32, 33] and (Tarozzi and Inguaggiato, 2018) ^[29]. Implementing GCE through whole school approach is more effective. (UNESCO, 2019) ^[32] points out, to be successful GCE must be embedded both in school policies and teaching and learning practices with the assistance of whole stake holders including parents and wider community. Not only GCE, provision of any educational programs, activities to be

effective in any school, allocation of time, funds and other facilities are mainly duties of school heads (Dikovic and Zecevic, 2020) ^[11]. Correspondently, implementation of GCE practices is a multifaceted endeavor which involves coordination of several actors work in education agency including political support.

Based on very little literature on structural support towards GCE in Sri Lankan context, it is crucial requirement to have national level policy decision to globalize education in the country (Baldsing, 2013) ^[2]. On account of that, to fulfill the existing research gap, this research examines the impact of structural support in fostering GCE in ELE context in schools of Sri Lanka.

3. The current study

As evidenced by related theories and empirical studies, receiving structural support and effective supervision for the teachers have a significant effect on enriching GCE practices at school level. In the absence of research in this connection in Sri Lankan school context the following hypotheses investigate the correlation between structural support and teacher supervision on GCE through ELE context in school. Therefore, the hypotheses related to the study were as follows:

H1 - The Structural support towards GCE at the school level has an impact on teacher competence and attitude on GCE

H2 - Supervision process of teachers has an impact on Teacher competence and attitude on GCE

3.1. Participants

The sample of the study involved 350 in-service teachers of English of government schools in Central province. Intending high representation and generalizability, the participants were selected from 80 schools representing all three categories of government schools and from all 15 education zones in Central province applying stratified sampling technique. Ensuring the participants' ethical requirements, prior to the study their consent for voluntary participation, freedom to withdraw at any time and their confidentiality were assured.

3.2. Instruments and Procedure

Standardized questionnaire was used to derive data and it was encompassed of items that related to the teachers' perceptions on the structural support they receive and the supervision process they undergo relating to GCE. A five-point Likert scale for each item was used for the questionnaire. Choice of response were from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating higher measures of agreement of each item factor. Thus, the respondents were able to evaluate their perception towards the item factors asked from them. With the intention of adhering to the rules and regulations of the government and to smooth function of the research, prior to administering the questionnaire the researcher had some initial meetings with the relevant educational administrators, school principals, teacher educators and also with teachers. After receiving their consent, the data were derived from the questionnaire through Google form distribution with the assistance of the school heads and the ICT teachers. The data were collected during February and April 2019 and the respondents had to spend about 30 minutes in average.

4. Data Analysis

All data that had been collected were analyzed by using IBM SPSS Statistics 25 package. The descriptive analysis including means, standard deviation and frequencies were performed. Finally, the hypotheses were used to test Structural support towards GCE at the school level and the impact of supervision process of teachers' on teacher competence and attitude in terms of GCE.

4.1. Descriptive Results and Discussion

The analysis of the demographic characteristics of the respondents shed some light on their perceptions in regard to the items of the variables and also discover some new patterns in the study area. The majority of the respondents were female (86.9%), indicating teaching profession in Sri Lanka is dominated by female. The highest number of teacher respondents belonged to the age category of above 31 years (57.3%).

The overall Cronbach's value of structural support towards GCE 0.875, which is greater than 0.7 affirmed that variable is reliable. Table 1 illustrates descriptive results of structural support towards GCE. The average mean value is 2.40, with the minimum mean value of 1.93 and 2.95 of highest mean values. From the average mean values, which is less than 3 it can be concluded that, out of the 12 characteristics related to structural support towards GCE, high degree of teachers agreed that they do not receive adequate structural support to distribute elements of GCE.

The overall Cronbach's value of Supervision Process of Teachers in school Education 0.811, which is greater than 0.7, affirmed that variable is reliable. According to the mean values indicates in table-2, the maximum and minimum values are 3.53 and 1.82 respectively. However, based on approximate mean value of 2.1, it can be concluded that, high degree of teachers disagreed with the ongoing supervisory assistance they receive, particularly related to the work of GCE.

Table 1: Descriptive results of structural support towards GCE

| Statement | Mean | Standard deviation |
|---|------|--------------------|
| The vision and mission of the school is connected to GCE | 2.56 | 1.14 |
| The conducive environment in the whole school reinforce to engage in GCE work | 2.41 | 0.93 |
| School policies are central to implement GCE practices at school | 2.95 | 1.20 |
| The education students receive builds up 21st century skills in them | 2.27 | 0.77 |
| Teachers delivering GCE work is motivated by school management | 2.82 | 0.99 |
| The provision of infrastructure and other resources are adequate | 2.31 | 0.87 |
| The motivation of external supervisors is praise worthy. | 2.49 | 0.86 |
| The encouragement of parents and school community towards GCE is satisfactory | 2.43 | 0.94 |
| The projects and activities related to GCE are adequate | 1.93 | 0.81 |
| The classrooms atmosphere facilitates for GCE related work | 1.95 | 0.84 |
| Teachers network and collaborate with other expertise to enrich skills of GCE | 2.37 | 1.04 |
| Structural support towards GCE at the school level | 2.40 | 0.63 |

As it depicted in the table-2, out of the 6 characteristics questioned, outcomes of supervision do not contribute to career advancements and enhance 21st century skills. Interestingly, the lowest mean value: teacher appraisal scheme reinforces to do not GCE work. In consequence, with the average mean value of 2.1 can be concluded the contemporary supervisory process indicates high degree of negative influence on implementation of GCE work at school in Sri Lanka.

Table 2: Descriptive Statistics of Supervision Process of Teachers in School Education in terms of GCE

| Statement | Mean | Standard deviation |
|---|------|--------------------|
| Supervision assists better delivery of GCE activities at school | 2.19 | 0.89 |
| Internal Supervision ensures proper implementation of GCE work | 2.21 | 0.82 |
| External supervisors are professionals of GCE and education | 2.17 | 0.79 |
| External supervisors motivate to deliver GCE work | 2.22 | 0.85 |
| The outcomes of supervision do not contribute to career advancements and 21st century skills. | 3.53 | 1.06 |
| The teacher appraisal scheme reinforces to do GCE work | 1.82 | 0.88 |
| Supervision Process of Teachers in school Education | 2.18 | 0.64 |

4.2. Hypotheses Testing

The hypotheses have been tested using linear regression analysis.

Table 3: Regression analysis out put

| Independent | Dependent | Beta | t | P | F | R ² |
|-------------|-----------|------|------|------|-------|----------------|
| SS | TCA | 0.29 | 7.01 | 0.00 | 49.17 | 0.12 |
| SP | TCA | 0.30 | 7.23 | 0.00 | 52.29 | 0.13 |

SS: Structural support towards GCE

SP: Supervision process of teachers

TCA: Teacher competence and attitude on GCE

In consequence, with the hypotheses, H1- Structural support towards GCE at the school level has an impact on teacher competence and attitude on GCE, was tested to examine when structural support towards GCE increases what happens to the teacher competence and attitude on GCE. As shown in the table: 3, P value and t value are 0.00 and 7.01 respectively. P value is less than 0.05 and t value is greater than 1.96. Therefore, null hypothesis was rejected. Thus, at 95% confidence the researchers can say that structural support towards GCE at the school level has an impact on teacher competence and attitude on GCE. With the regression beta value of 0.29, the researcher can say that the structural support the teachers receive at school has positive impact on effective delivery of GCE in ELE. This is indicated that when structural support the teachers receive at school increases, teacher competence and attitude in GCE also will increase. As shown in the table-3, the overall model significance test by ANOVA test, F statistics is 49.17 ($F_{(0.05, 1, 348)} = 3.868$). F statistics of study is greater than 3.868, thereby can reject the null hypothesis. As a result, the researchers can say that overall model is significant at 95% confidence.

Accordingly, the R- square, also known as co-efficient

determination indicates the percentages of variation in the regression line of the total variation (Frost, Says and Says, 2017) [16]. R-squared is 0.12. It means that 12% variation in teacher competence and attitude in GCE can be explained by structural support the teachers receive at school.

With the second hypothesis; Supervision process of teachers has an impact on teacher competence and attitude on GCE and supervision process of teachers has no impact on teacher competence and attitude on GCE. According to the table: 3, P value and t values are 0.00 and 7.23 respectively. As the P value is less than 0.05 and t value is greater than 1.96, the null hypothesis was rejected. Thus, at 95% confidence the researchers can say that supervision process of teachers has an impact on teacher competence and attitude on GCE. Regression beta value is 0.30. Therefore, the researcher can say that supervision process of teachers has a positive impact on teacher competence and attitude on GCE. This is an indication that in terms of GCE, when supervision process of teachers increases teacher competence and attitude in GCE also increase. F statistics is 52.29 ($F_{(0.05, 1, 348)} = 3.868$). F statistics of study is greater than 3.868, accordingly we can reject the null hypothesis. Thereby the researcher can say that overall model is significant at 95% confidence. Moreover, R-squared is 0.13. It means that 13% variation in teacher competence and attitude on GCE can be explained by supervision process of teachers.

5. Conclusions

The key research objectives of this study attempted to examine the structural support the teachers receive and the effects of teacher supervision in delivering GCE practices at school level by applying Linear Regression Analysis. The researchers aimed at measuring the causal relationship between these variables with a view to draw precise conclusions. There is a significant positive impact on structural support and teacher competence and attitude for effective delivery of GCE. Further, the R-squared 0.12 indicates 12% variations the independent variable creates on dependent variable. Thereby, the findings of this study fully converge with the revelations of (Kopish & Marques, 2020), (Tarozzi & Mallon, 2019) and (Pashby *et al.*, 2020) [18, 30 & 20]. Tarozzi and Mallon (2019) [30] through their study reveal the importance of taking a multiple and collaborative approach in delivering GCE ideals at school level. The European Commission [13] also points out lack of overall and sustainable policy framework which should be stimulated the initiative and support at the practice level, instead, hinders effective implementation of GCE work. Therefore, they necessitate to have whole school approach to deliver GCE with top level state policy framework, full engagement in all stake holders, including parents, students and community, coupled with a supportive accountability mechanism. They also emphasize value of having robust assessment system for all stake holders in this venture. With the heightened opportunities of virtual spaces in the current digitalized world teachers are required to be competent with new pedagogical and curriculum opportunities with transversal and digital skills. Thus, teachers should be amply facilitated and assisted to be technologically competent and collaborative with others to make their GCE work feasible (Kopish & Marques, 2020), [6]. In that, it is crucial to move away from the narrow imaginaries of GCE elements as in the case of many countries but to focus on

real transversal and generic skills (Ferdaus, 2018) ^[31]. Based on the statistical evidence of this study with the current level of structural support the overall mean indicates, inadequate structural support the teachers receive to implement GCE work at school level. In terms of structural support, based on type of the school with its associated privileges, attitude of the school heads and the school management, distinctive differences amongst the schools were evident in the sampled population in Sri Lanka. Within this overarching focus, to foster teacher competence on GCE at the school level, it is crucial to enact a supporting mechanism with both bottom up and top down approaches. In that, incorporating necessary curriculum content, providing effective pre-service, in-service and continuous teacher education for teachers as well as to the teacher educators, providing necessary resources and funding, receiving leadership and community support and also NGO initiatives should be ensured. Further, for sustainable outcomes all stakeholders should make accountable for their assigned tasks with the help of an appropriate monitoring mechanism.

Related to the hypothesis; supervision process of teachers has an impact on teacher competence and attitude on GCE, it is intended to investigate the impact of current monitoring, assessment and evaluation process of teachers pertaining to GCE practices at school level. The outcomes of descriptive analysis stated, the approximate mean value of 2.1 depicts high degree of disagreement with ongoing supervision process in terms of GCE. Respondents disagreed with the fact that the external supervisors are knowledgeable professionals for them to receive satisfactory supervisory guidance particularly, on GCE. Interestingly, the strongest mean value of 3.53 indicates the degree of negative contribution the contemporary monitoring, assessment and evaluation tools of teachers has towards receiving GCE skills. The lowest mean value of 1.82 exhibits the low degree of reinforcement to do GCE work along with prevailing teacher appraisal scheme. Surprisingly, these findings convince neither the external supervisors nor the internal supervisors motivate to do GCE work in connection with their supervision process. In both cases mean values are less than 2.5. Nevertheless, according to the P-value 0.00 in table 3, which is less than 0.05 the researcher can say at 95% confidence that there is a significant positive impact on supervision process of teachers with teacher competence and attitude on GCE.

Furthermore, the R-squared 0.13 indicates 13% variation on dependent variable; teacher competence and attitude on GCE which can be explained by independent variable; supervision process of teachers.

The study findings are inconformity with very few studies available. Ferdous ^[31] through a study on primary teachers in Bangladesh exposes how monitoring and assessments help to reach the intended goals as well as how it affects the teachers quality of teaching and in the long run how it affects students' quality of education. This study further indicates teachers' quality of performance depends on the feedback they receive and also reveals the shortcomings of prevailing practices of assessments and monitoring work of teachers. (Niyivuga, Otara and Tuyishime 's study, 2019) ^[19] Indicates, quality of monitoring and giving feedback affects the teachers' motivation as it promotes teacher competence but, giving feedback is liable to be biased. Meanwhile, in terms of assessment and evaluation of GCE, Prowse and

Forsyth ^[23] indicate due to the complexity of whole scenario of GCE related work it is difficult to assess and evaluate the outcomes of GCE thus, we simply seek to apply traditional assessment methods to assessment of GCE work too. Meanwhile, (Edwards *et al.*, 2020) ^[12] point out, in order to gauge and assess relevant knowledge, skills, beliefs, behavior and understandings of GCE related work, monitoring and assessment of GCE work at the school level should be multi-dimensional and use variety of assessment techniques with qualitative and quantitative methods. Moreover, as suggested by them at national and global level doing summative assessments and at the institutional level, doing formative assessment are appropriate.

However, the prime objective of this research is to foster work of GCE through effective teacher supervision at the practice level. The overall findings of the study in this connection suggest the contemporary supervision at school level hardly reinforces practical implementation of GCE work. Neither the teachers' work related to this domain is monitored or evaluated by the relevant teacher advisors or education directors. The ongoing supervision process is in compliance with pre-determined criteria, designed by the provincial department or Zonal education offices and is carried out in order to fulfill traditional bureaucratic requirements of provincial and national education ministry (Bandara, 2018) ^[4]. The main focus of this supervision process is uplifting the results of standardized exams at the national level. In terms of external supervision, the study shows the teachers' attributes based on regional vs. urban situation.

In this scenario, designing of a system wise sustainable supervision process by the educational policy makers is essential. They ought to consider how teachers should be updated with necessary skills and pedagogical practices, how the existing content should be linked with GCE ideals and also how their efficacy should be enhanced by regular supervision process. It is paramount important to ensure through this supervision process, that not only the students 'cognitive domain but also their behavioral domain are developed in line with GCE ideals and thereby having a participatory and active learning approach. Nonetheless, by strengthening the quality of external as well as internal supervision the goals of GCE as well as the teachers' extrinsic and intrinsic motivation towards such work can be enriched. Doing extracurricular projects work sustainably and compulsory. In this regard, giving the teachers and students due recognition, responsibility as well as reinforcement, appreciation and valuing their commitments also are recommended. Most importantly, to align such work with teacher appraisal scheme is also recommended. Moreover, peer evaluation, self-evaluation as well as collaboration with peers, external expertise, and building network of connection with outside world are also essential to ensure critical engagement with GCE work. Even though this study shed some light to implement GCE through ELE context with a narrow focus, it is highly recommended to extend future studies with broader perspectives on other domains of GCE.

6. References

1. Aturupane H, Higashi H, Attygalle D, Ebenezer R, Sosale S, Dey S, *et al.* Sri Lanka Human Capital Development realizing the promise and potential of human capital, The World Bank, 2019, 72-100.

2. Baldsing L. Making English the Lynchpin for Globalization of Education in Sri Lanka: Equity versus Equality. Doctoral Thesis, Edith Cowan University, 2013.
3. Bambawale M, Hughes J, Lightfoot A. Exploring teacher evaluation processes and practices in India: A case study, British Council, 2018, 13-29.
4. Bandara S, School-based Teacher Development Programs in Secondary Schools in Sri Lanka. *International Journal of Research –Granthaalayah*. 2018; 6(5):190-200
5. Bitna J, Teachers' Perception on Global Citizenship Education in Asian Countries. Doctoral Dissertation, 2017.
6. Bosio E, Torres CA. Global citizenship education: An educational theory of the common good? A conversation with Carlos Alberto Torres. *Policy Futures in Education*. 2019; 17(6):745-760.
7. Bourn D, Hunt F. A review of education for sustainable development and global citizenship education in teacher education. *Global Education Monitoring Report*, 2017, 2-29.
8. Bruce J, North C, FitzPatrick J. Pre-service teachers' views of global citizenship and implications for global citizenship education. *Globalization, Societies and Education*. 2019; 17(2):161-176.
9. Cassano R, Costa V, Fornasari T. An Effective National Evaluation System of Schools for Sustainable Development: A Comparative European Analysis. *Sustainability*. 2019; 11(1):195.
10. Damiani V. "Introducing global citizenship education into classroom practice: a study on Italian 8th grade students". *Center for Educational Policy Studies Journal*. 2018; 8(3):165-186.
11. Diković M, Zečević M. Children and youth's acquisition of the civic competence: a comparative analysis of the Republic of Croatia and England. *Economic Research-Ekonomska Istraživanja*, 2020, 1-18.
12. Edwards DB, Sustarsic M, Chiba M, McCormick M, Goo M, Perriton S, *et al.* Achieving and Monitoring Education for Sustainable Development and Global Citizenship: A Systematic Review of the Literature. *Sustainability*, 2020, 12(4).
13. European Commission. *Education and Training Monitor*. Publications Office of the European Union, 2019, 18-108.
14. Ferdaus J. *Monitoring and Evaluation in education system of Bangladesh: Theory, reflection, and recommendation*, 2018.
15. Franch S. Global Citizenship Education between Qualification, Socialization, and Subjectification. *The Palgrave Handbook of Citizenship and Education*, 2019; 1-1.
16. Frost J, Says DD, Says JF. How to interpret R-squared in regression analysis. *Statistics By Jim*, 2017.
17. Hin-Toh, S, Show G, Padilla D. *Global Citizenship Education –A Guide for Policy Makers (APCEIU) Press*. Republic of Korea, 2017, 10-39.
18. Kopish M, Marques W. Leveraging Technology to Promote Global Citizenship in Teacher Education in the United States and Brazil. *Research in Social Sciences and Technology*. 2020; 5(1):45-69.
19. Niyivuga B, Otara A, Tuyishime D. *Monitoring and Evaluation Practices and Academic Staff Motivation: Implications in Higher Education within Rwandan Context*. SAGE Open, 2019, 9(1).
20. Pashby K, da Costa M, Stein S, Andreotti, V. A meta-review of typologies of global citizenship education. *Comparative Education*. 2020; 56(2):144-164.
21. Perera A, Teaching English as a Second Language in Sri Lanka: Facing a Paradox. *Second Language Classes*. *Global Studies Capstone*, 2016, 1-22.
22. Perera K, Hettiarchchi S. Study on Quality Assurance and Accreditation in General Education in Sri Lanka. National Education Commission, 2016, 4.
23. Prowse A, Forsyth R. *Global Citizenship Education—Assessing the Unassessable? The Palgrave Handbook of Global Citizenship and Education*, 2018, 607-623.
24. Roux R. Perspectives on Global Citizenship Education of Mexican University English Language Teachers. *Global Education in Practice: Teaching, Researching, and Citizenship*. 2019; 17(1):139-145.
25. Samaranyake S. Oral Competency of ESL/EFL Learners in Sri Lankan Rural School Context. 2016; 6(2):1-10.
26. Sedere UM, Karunaratne S, Karunanithy M, Jayasinghe-Mudalige UK. Study on Evaluation and the Assessment System in General Education in Sri Lanka. National Education Commission, 2016, 1-45.
27. Sethunga P, Wijesundara S, Kalamany T, Karunanayake S. Study on the Professional Development of Teachers and Teacher Educators in Sri Lanka. National Education Commission, 2016; 2:1-49.
28. Sunday E1, Leonard S, Linus I. Dimensions and Various Instructional Supervisory Techniques Adopted by Principals in Assisting the Needy Teachers in Senior Public Secondary School in Kogi. State. *International Journal of Research and Scientific Innovation*. 2019; 6(8):154-160.
29. Tarozzi M, Inguaggiato C. Implementing global citizenship education in EU primary schools: The role of government ministries. *International Journal of Development Education and Global Learning*. 2018; 10(1):21-38.
30. Tarozzi M, Mallon B. Educating teachers towards global citizenship: A comparative study in four European countries. *London Review of Education*. 2019; 17(2):112-125.
31. The United Nations Educational, Scientific and Cultural Organization (UNESCO) *Preparing Teachers for Global Citizenship Education- A Template*, 2018, 1-62.
32. The United Nations Educational, Scientific and Cultural Organization (UNESCO), *Progress on Education for Sustainable Development and Global Citizenship Education UNESCO Publications*, 2019.
33. United Nations Office on Drugs and Crime (UNODC). *Empowering students for just societies A handbook for secondary school teachers*. The United Nations Educational, Scientific and Cultural Organization, 2019, 10-68.