

Exploring the Relationship Between Internationalised Curriculum and Global Citizenship in Private Universities

استكشاف العلاقة بين المناهج الدولي والمواطنة العالمية في الجامعات الخاصة

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Abstract

This study investigates the relationship between the Internationalisation of Curriculum (IoC) and the development of Global Citizenship (GC) among undergraduate students at private universities in Egypt. By adopting a quantitative approach using correlation and linear regression analysis, the research examines how IoC contributes to students' global awareness and responsibilities, while controlling for gender as a significant demographic factor. Using a sample of 344 students, the findings indicate a positive correlation, highlighting the importance of incorporating international dimensions into educational curricula to foster global citizenship. The findings further demonstrated that gender had no apparent effect on the outcomes, supporting the idea that international education produces gender-neutral outcomes that can, in fact, produce globally capable individuals. By demonstrating the transformative potential of IoC in higher education contexts, the study adds to the theoretical discussion on the topic and helps shape educational policy and practice. In order to develop students that are more globally aware, governments and educational leaders have to promote the integration of internationalised curricula, as highlighted by the practical implications.

Keywords: Internationalisation of Curriculum, Global Citizenship, Transformative Learning Theory, Private Higher Education, Egypt

الملخص

تبحث هذه الدراسة العلاقة بين تدويل المناهج الدراسية (Internationalisation of Curriculum - IoC) وتطوير مفهوم المواطنة العالمية (Global Citizenship - GC) بين طلاب المرحلة الجامعية في الجامعات الخاصة في مصر. بالاعتماد على منهج كمي، تقيم الدراسة كيفية مساهمة تدويل المناهج في تعزيز وعي الطلاب العالمي ومسؤولياتهم مع مراعاة تأثير النوع الاجتماعي كعامل ديموغرافي مهم. باستخدام عينة من ٣٤٤ طالبًا، تشير النتائج إلى وجود ارتباط إيجابي، مما يبرز أهمية إدماج الأبعاد الدولية في المناهج التعليمية لتعزيز مفهوم المواطنة العالمية. وأظهرت النتائج أيضًا أن النوع الاجتماعي لم يكن له تأثير واضح على النتائج، مما يدعم الفكرة التي تشير إلى أن التعليم الدولي ينتج نتائج محايدة جنسيًا ويمكن من إعداد أفراد قادرين عالميًا. من خلال تسليط الضوء على الإمكانيات التحويلية لتدويل المناهج في سياقات التعليم العالي، تضيف الدراسة إلى النقاش النظري حول الموضوع وتساعد في صياغة السياسات والممارسات التعليمية. ومن أجل إعداد طلاب أكثر وعيًا بالعالم، يجب على الحكومات وقادة التعليم تعزيز دمج المناهج الدولية، كما أشارت إليه الآثار العملية.

الكلمة المفتاحية: تدويل المناهج الدراسية، المواطنة العالمية، نظرية التعلم التحويلي، التعليم العالي الخاص، مصر.

Introduction

In an era of globalisation, the educational landscape is increasingly focused on preparing students to engage as global citizens (de la Torre & Young, 2020). This study aims to explore how the internationalisation of curriculum (IoC) influences the

development of global citizenship (GC) among students in Egyptian private universities. The research is grounded in the premise that an internationally oriented curriculum can enhance students' awareness and engagement with global issues, fostering a sense of responsibility and interconnectedness. As societies become more interconnected, fostering a sense of global citizenship is essential for preparing students to navigate complex global challenges (Orsini-Jones & Lee, 2018). The universities, mostly in the northern part of the world, frequently employ terms such as "global citizens" and "intercultural" or "global" competency when describing the academic outcomes, they hope their undergraduate students will achieve (Deardorff, 2018) is one of the major challenges in this field of study. However, few studies have been conducted to examine the global citizenship and intercultural knowledge that can be gained through international education in the MENA Region (Ayebare, Baine, & Onen, 2019; Edström, Langa, Geschwind & Ndaipa, 2023).

According to data from the UK Higher Education Statistics Authority (HESA), Egypt was the fifth-largest market for UK Transnational Education (TNE) in the 2021–2022 academic year, with 23,815 students enrolled in UK higher education programs there. Egypt is regarded as a reasonably developed TNE market because the country's TNE student population has grown significantly since. Therefore, this study is particularly relevant in the context of Egyptian private universities, which are

increasingly partnering with international institutions to enhance their educational offerings. One of the personal demographics employed as a controlled variable in this study is gender.

Literature Review

The discussion on the internationalisation of higher education often highlights several important concepts, including global citizenship, cross-cultural competence, multiculturalism, and cultural awareness (Cotton et al., 2018). Among these, global citizenship is the most extensively examined in academic literature and policy discussions (Cotton et al., 2018). This study focuses on investigating how global citizenship develop as results of an internationalised curriculum (IoC).

Research emphasises that an internationalised curriculum can enhance students' perspectives, encouraging them to think critically about their role in a globalised world. Additionally, the incorporation of diverse cultural viewpoints within the curriculum is essential for the development of intercultural competencies, which are integral to effective global citizenship.

Internationalisation of Curriculum (IoC)

Concerns regarding student job preparedness and opportunities in the international job market have led to a heightened demand for IoC, particularly focused on domestic learners and efforts to attract international students (Cotton et al., 2018). While the emphasis on IoC is relatively new, the

movement towards this initiative has long been recognized in academic discussions.

Knight (1993) provided a widely accepted definition of IoC, describing it as “the process of integrating an international dimension into the research, teaching, and services function of higher education” (Wächter, 2000). Although this definition is commonly accepted, it has faced criticism for its underlying assumptions about the international nature of educational processes.

Wächter (2000) introduced the concept of Internationalisation at Home (IaH), which emerged from the evolution of the ERASMUS Programme from a primarily student exchange initiative to one that addresses the needs of non-mobile learners through globally recognised educational resources. IaH aims to bring global perspectives to students unable to study abroad.

Leask (2013) asserts that IoC encompasses all aspects of an educational institution’s teaching and learning processes, encouraging an international mindset and fostering intercultural interactions. She differentiates between the formal curriculum (activities that are graded and credit-bearing), informal curriculum (non-evaluated student life activities), and hidden curriculum (unintended messages about values and engagement).

Ji (2020) defines IoC as a curriculum designed to provide international and intercultural knowledge and skills, preparing

students for professional and social interactions in multicultural settings. This definition establishes a strong connection between global citizenship and intercultural competence.

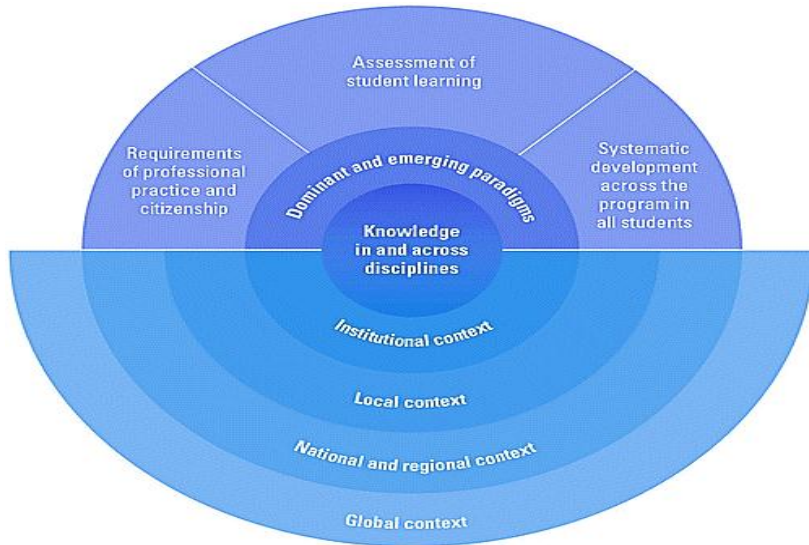
Most research on IoC originates from Australia and the UK, underscoring the need for institutions to prepare graduates for a globalized workforce (Leask, 2015). The OECD (2004) outlines four strategies for internationalized educational programs, primarily motivated by economic factors, which have become foundational for fostering global citizenship through IoC.

Leask & Bridge (2013) developed a conceptual framework for IoC from the perspective of academic staff in Australia. Disciplines are viewed as foundational to higher education, influencing university education and curriculum. However, some disciplines have been criticised for lacking a global or intercultural focus.

The framework outlines three key components necessary for creating an internationalized curriculum:

Global and cultural demands essential for professional conduct and civic engagement.

Cultivation and evaluation of global and cultural competencies,



including knowledge, skills, and perspectives throughout the curriculum.

Figure 1. Leask IoC conceptual framework (Leask & Bridge, 2013)

Recently, Whitsed et al. (2024) tested and adapted the original IoC framework in the context of Latin America, confirming its utility for tailoring IoC to specific regional contexts. The modified frameworks emphasize the importance of interdisciplinary approaches, and the responsibilities associated with citizenship, while also addressing the informal and hidden dimensions of the curriculum.

Global Citizenship

The definition of global citizenship (GC) has expanded due to globalization, migration, and cross-border information exchange (UNESCO, 2015). GC emphasizes the interconnectedness of local, national, and global levels. It involves a sense of self that is rooted in local communities while recognizing broader responsibilities.

UNESCO defines GC as “a sense of connection to a larger community and mankind,” highlighting social responsibility and engagement with global issues. Morais and Ogden (2010) define GC as a multidimensional concept encompassing social responsibility, global competence, and global civic engagement.

Morais and Ogden (2010) created a conceptual model that includes:

Social Responsibility: A mindset recognising interdependence.

Global Competence: The ability to communicate and connect across cultures.

Global Civic Engagement: The recognition and action on societal issues.



Figure 2. Global citizenship conceptual model, Morais & Ogden, (2010)

The movement toward incorporating global citizenship in education was spurred by criticisms that business schools were neglecting vital soft skills in favour of quantitative methods (de la Torre & Young, 2020). The Principles for Responsible Management Education (PRME), initiated by AACSB, aim to enhance sustainability in business education and equip students with the knowledge and skills associated with global citizenship.

GCE has gained recognition as crucial for addressing global challenges, as emphasized by the UN's Sustainable Development Goals (SDGs). GCE encompasses cognitive, socio-

emotional, and behavioural dimensions, stressing the necessity for students to acquire the knowledge and skills needed for global engagement. Morais & Ogden (2010) noted that existing scales for measuring global citizenship do not align with the operational concepts derived from the literature. They proposed a new scale based on three identified dimensions, which has been validated and shown to reliably measure global citizenship among students.

Some critics argue that the concept of global citizenship is contradictory due to the absence of a global governing body (Cotton et al., 2018). Others view it as a commitment to a broader social mission. Some researchers suggest that global citizenship is often perceived through a lens that may not apply to countries in the Global South, highlighting the importance of a critical approach to teaching global citizenship in diverse contexts.

Empirical Studies of the Internationalisation of Curriculum and Global Citizenship

Leask's (2001) influential article, "Internationalizing University Curricula: Bridging the Gap," analyses the University of South Australia's initiatives to embed an international perspective in its curriculum, aiming to nurture globally aware graduates. The article connects theoretical frameworks with practical strategies for internationalizing higher education,

focusing on course development that enhances intercultural competencies and multicultural values. Leask highlights the importance of creating an educational environment that supports intercultural skills, bridging the gap between theory and practice. However, limitations include its single-case study design, which restricts generalizability, and a lack of focus on faculty development and student experiences. Despite these limitations, Leask's work lays a foundational understanding for this study's exploration of the relationship between curriculum internationalisation and global citizenship in the Egyptian context.

In contrast, Jiang (2005) critiques multiculturalism for merely integrating minority cultures into a dominant narrative rather than genuinely embracing cultural differences. Advocating for interculturalism, Jiang examines New Zealand universities and the challenges of accommodating cultural diversity within the context of globalization. His analysis suggests that promoting intercultural interactions can foster mutual respect and openness among cultures, supporting the theoretical link between global citizenship, intercultural competence, and curriculum internationalisation.

Law (2007) explores citizenship education in Shanghai, arguing for a framework that acknowledges local, national, and global identities in a globalized world. His study, involving

questionnaires and interviews with students and teachers, critiques the notion of replacing national citizenship with a singular global identity. Instead, Law advocates for a layered approach that respects the complexities of identity shaped by various influences. His findings underscore the need for inclusive curricula that address cultural diversity, particularly in developing global cities.

Shiel (2009) discusses Bournemouth University's initiatives to integrate internationalisation into its curriculum, emphasizing the importance of preparing students for global employment while raising awareness of global issues like poverty and sustainability. His survey of students reveals insights into global citizenship and recommends enhancing student engagement through cultural education and mobility initiatives. This aligns with the study's focus on the role of partnerships between Egyptian institutions and UK universities in incorporating international perspectives into education.

Hanson (2010) emphasizes curricular reform in healthcare education, demonstrating how global health courses can foster active global citizenship. His study shows positive outcomes in linking local and global health challenges, suggesting that pedagogical approaches can be adapted across various disciplines, including business education.

Clifford and Montgomery (2014) analyse the evolving concept of global citizenship in university policy discussions, highlighting concerns about the Western-centric nature of these frameworks. They argue for a more inclusive higher education system that incorporates Indigenous and non-Western perspectives, emphasizing the need for diverse identities and experiences in global citizenship discourse.

Kirk et al. (2018) investigate the varying levels of awareness and ownership of curriculum internationalisation at Nottingham Trent University. Their findings reveal discrepancies in engagement across disciplines, with some areas actively embracing internationalisation while others face challenges in implementation. This suggests that effective integration of internationalisation requires active participation and dialogue among faculty.

Ayebare et al. (2020) examine the impact of curriculum internationalisation on graduate students' global civic engagement and competence. Their study indicates a strong correlation between internationalisation and global competence, while its impact on social responsibility is minimal. The findings suggest that practical applications of internationalisation can enhance graduates' readiness for global participation.

In Omani higher education, Hubais and Muftahu (2022) find that while faculty recognize the value of curriculum

internationalisation, its adoption is inconsistent and largely dependent on individual efforts. They stress the need for a collective understanding of internationalisation within institutions to ensure comprehensive integration.

Finally, Helm et al. (2024) assess the learning outcomes of the Erasmus+ virtual exchange project, emphasizing the importance of interactions with diverse individuals in fostering global citizenship. Their mixed-methods approach highlights new opportunities for higher education institutions to enhance transnational learning experiences post-pandemic.

Theoretical Background of the Study

The Transformative Learning Theory (TLT), established by Jack Mezirow, connects the internationalization of education with global citizenship and intercultural competence (Mezirow, 2000). This theory posits that individuals experience profound learning transformations when exposed to diverse perspectives and cultural contexts, particularly through international educational opportunities (Mezirow, 2000).

Mezirow, who developed this concept in the 1970s, argues that learning transcends mere knowledge acquisition; it involves a fundamental shift in perspectives, beliefs, and assumptions (Mezirow, 2000). Transformative learning occurs when individuals critically reflect on their experiences and challenge

their existing frameworks to construct new meanings. The implications of TLT are significant for curriculum internationalisation, which aims to equip students with a global outlook necessary for navigating a complex, interconnected world. By integrating transformative principles into curriculum design, educational institutions can enrich the internationalization process. Mezirow emphasizes that transformative learning fosters self-awareness, empathy, moral reasoning, and critical thinking, leading to students becoming more reflective and socially responsible thinkers (Ayebare, Onen, & Baine, 2019).

Transformative learning is a process of profound change in perspectives and values resulting from educational experiences. Studies of international graduate students illustrate how diverse cultural contexts shape their academic journeys and personal growth (Hanson, 2010). Moreover, the researchers also justified the choice of this theory by stating that the TLT has been utilised in similar settings multiple times in order to obtain a deeper understanding of the effect of IoC on GC (Clifford & Montgomery, 2015; Hanson, 2010; Lilley, 2013; Lilley et al., 2015). Therefore, drawing on Mezirow's Transformative Learning Theory, which suggests that exposure to diverse perspectives can lead to transformative learning experiences, this research seeks to examine how an internationalised curriculum influences students' global citizenship attribute global competence.

Hypothesis Development

Mezirow's Transformative Learning Theory underlines that exposure to diverse perspectives through an internationalized curriculum can lead to critical reflection and a deeper understanding of global interdependencies (Mezirow, 2000). Furthermore, studies have shown that IoC facilitates the development of attributes associated with global citizenship, such as intercultural knowledge and social responsibility (Ayebare, Onen, & Baine, 2019). The integration of global perspectives into educational practices not only prepares students to navigate complex global challenges but also promotes a sense of responsibility towards addressing these issues (Clifford & Montgomery, 2015; Hanson, 2010). Therefore, it is reasonable to expect that the IoC will have a significant positive impact on students' global competence, thereby supporting the hypothesis that an internationalized curriculum enhances global citizenship. This assertion is supported by literature indicating that an internationalized curriculum enhances students' awareness of global issues and fosters the skills necessary for effective participation in a multicultural world.

H1: Internationalisation of Curriculum has a significant effect on Global citizenship as an aspect of global competence.

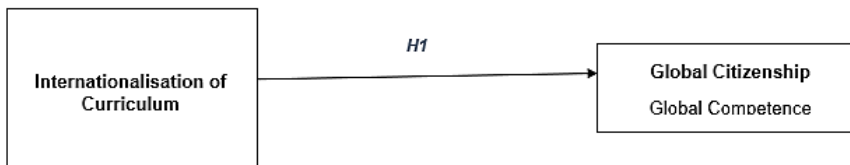


Figure 3. Theoretical framework of the study, developed by the researcher, 2024

Research Methodology

This research design outlines the framework and methods employed to investigate the relationship between the **internationalisation of curriculum (IoC)** and **global citizenship (GC)**, while controlling for **gender**. The study aims to provide empirical insights from students' perspectives, contributing to the existing body of knowledge.

A primary quantitative research design is used, involving a questionnaire distributed to students in three private universities in Egypt with UK partnerships. The focus is not on the extent of curriculum internationalisation but on its impact on global citizenship. The IoC is measured using established scale from Gao (2015), while GC is assessed through global competence

attributes using the Morais and Ogden (2011) scale. The research is conducted at three private universities: The British University in Egypt, The Knowledge Hub Universities-Coventry, and University of Hertfordshire – The Global Academic Foundation. These institutions host diverse student populations and emphasise internationalisation. A questionnaire was developed and piloted with students, leading to refinements based on feedback. The study employs a non-probability purposive sampling technique to ensure diverse representation among participants, focusing on undergraduate students in their junior and senior years. Based on primary sources from these three universities, the overall population of the business students enrolled in the junior and senior years approximates to 1700. Previous studies in this phenomenon selected participants within a range of 87 to 417 students (Ayebare, Onen, & Baine, 2019; Armstrong, 2020; Nguyen, 2021; Chan, Ngai, Ho-Yin Yau, & Kwan, 2021). According to this and due to the time constraints, availability of students, and access, the sample size of this study is 344 participants after the exclusion non applicable responses. The unit of analysis is each individual student that participates in this questionnaire.

Analysis Procedures

The study uses linear regression to analyse the relationship between IoC and GC, incorporating gender as a controlling variable. The analysis involves assessing the influence of IoC on GC using statistical techniques to ensure validity and reliability of the findings. The data was collected through a survey instrument that measured on a five – point Likert scale, administered to a sample of 344 participants after excluding irrelevant responses . The questionnaire items for the variables were coded and statistical runs were made. To draw valid conclusions, researchers must address potential threats by accounting for relevant variables that are not the main focus of the study but are theoretically or empirically important (Nielsen & Raswant, 2018). This is to assess the extent to which the key independent variables behave as predicted, this is accomplished by adding controlling variables (Nielsen & Raswant, 2018). Accordingly, this study employs gender as the controlling variable from demographics data.

Statistical Analysis

Various data analysis techniques are employed to explore the relationship between the internationalisation of curriculum (IoC) and global citizenship (GC). The process begins with building indicators, which involves combining related statements into a single measure using equal weights. This method entails

summing the scores of related statements and averaging them to create comprehensive indicators for analysis (Laliberté, 2002).

To ensure the reliability of these indicators, Cronbach's Alpha is utilised, measuring the internal consistency of the scales. Values closer to 1 indicate better stability, with a threshold of 0.5 suggesting acceptable reliability (Taber, 2017).

$$GC = \beta_0 + \beta_1 IoC + \beta_2 Gender + \epsilon$$

The descriptive analysis is comprised of the following: Minimum, Maximum, Mean, Standard Deviation, and Coefficient of Variation for each statement. Respondents tend on average to neutrally agree and agree to the statements related to all variables as the mean values are between 2.64 and 4.47.

Table 1. Reliability and Validity of Questionnaire

	Cronbach's alpha	Inter Item Correlations	Average variance extracted (AVE)
IoC	0.825	0.652	0.644
GCSA	0.919	0.741	0.806
GCIC	0.775	0.487	0.624
GCGK	0.875	0.645	0.734
GC	0.870	0.694	0.796

Confirmatory factor analysis is then conducted to assess the interrelationships among variables, determining whether they can be grouped into fewer factors and testing the internal validity of the questionnaire (Costa, 2017). The Average Variance Extracted (AVE) is also evaluated to ensure discriminant validity.

Additionally, correlation analysis using Pearson's correlation coefficient measures the strength and direction of the relationship between IoC and GC, where coefficients close to 1 signify a strong positive relationship. Normality tests are performed to check if the variables follow a normal distribution, informing the choice between parametric and non-parametric tests.

Table 2. Coefficients of the Model

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.740	0.186		9.355	0.000		
IoC	0.560	0.046	0.550	12.169	0.000	1.000	1.000
Gender	-0.034	0.063	-0.024	-0.542	0.588	1.000	1.000

Regression analysis is employed to identify independent variables that significantly impact the dependent variable, using a multiple linear regression model to evaluate the relationship between IoC and GC.

Table 3. ANOVA Table of the Model

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	49.241	2	24.620	74.191	0.000
Residual	113.161	341	0.332		
Total	162.401	343			

The background of participants indicates that 96.8% are Egyptian, with 93.6% identifying as bilingual. Travel experience varies, with 60.2% traveling occasionally and 32.3% frequently. Creating indicators involves averaging scores from related

statements, facilitating the analysis of the hypotheses regarding IoC and GC. Reliability and validity analysis through factor analysis confirms the scales' reliability, with Cronbach's Alpha values ranging from 0.775 to 0.919, indicating good reliability and appropriate item loading within their constructs.

Table 4. Factor Loadings Analysis

	IoC	GCSA	GCIC	GCGK	GC
IoC1	0.622				
IoC2	0.666				
IoC3	0.671				
IoC4	0.836				
IoC5	0.868				
IoC6	0.766				
IoC7	0.625				
IoC8	0.647				
IoC9	0.677				
IoC10	0.808				
GCSA1		0.875			
GCSA2		0.914			
GCSA3		0.899			
GCSA4		0.902			
GCIC1			0.878		
GCIC2			0.841		
GCIC3			0.686		
GCIC4			0.821		
GCGK1				0.844	
GCGK2				0.880	
GCGK3				0.822	
GCGK4				0.881	
GCSA					0.912
GCIC					0.903
GCGK					0.861

The inferential data analysis including normality tests, revealed that most variables are not normally distributed; however, the sample size of 344 allows for the application of

parametric tests. Correlation tests using Pearson's coefficients show a significant positive moderate relationship between IoC and various components of GC, confirming the hypotheses at a 95% confidence level.

Table 5. descriptive statistics of variables of the study (n=344)

	N	Minimum	Maximum	Mean	Std. Deviation
IoC1	344	1	5	4.27	1.127
IoC2	344	1	5	4.19	0.996
IoC3	344	1	5	4.47	0.782
IoC4	344	1	5	4.19	0.923
IoC5	344	1	5	4.14	0.915
IoC6	344	1	5	4	1.076
IoC7	344	1	5	3.82	1.233
IoC8	344	1	5	2.64	1.359
IoC9	344	1	5	3.65	1.264
IoC10	344	1	5	4.07	1.029
IoC	344	1.40	5	3.9430	0.67561
GCSA1	344	1	5	4.01	0.979
GCSA2	344	1	5	3.75	0.926
GCSA3	344	1	5	3.77	0.923
GCSA4	344	1	5	3.87	0.900
GCSA	344	1	5	3.8503	0.83634
GCIC1	344	1	5	4.18	0.871
GCIC2	344	1	5	4.17	0.895
GCIC3	344	1	5	3.79	1.077
GCIC4	344	1	5	4.01	0.808
GCIC	344	1.50	5	4.0356	0.70942
GCGK1	344	1	5	3.99	0.845
GCGK2	344	1	5	3.94	0.859
GCGK3	344	1	5	3.66	1.018
GCGK4	344	1	5	4.09	0.863
GCGK	344	1	5	3.9201	0.76680
GC	344	1.25	5	3.9353	0.68809

Findings and Discussion

The findings of this study align with existing literature on the relationship between the internationalisation of curriculum (IoC) and the development of global citizenship (GC). The positive correlation observed between IoC and GC among Egyptian private university students emphasizes the transformative potential of embedding international perspectives into education. These results align with Leask's (2013) assertion that an internationalised curriculum fosters intercultural competencies and global awareness, which are integral components of GC.

The descriptive analysis reveals demographic characteristics of the survey respondents, with a total of 344 valid responses. The gender distribution shows 58.1% female and 41.9% male participants, with the majority (75%) having attended international schools and 83.1% completing high school in their homeland. By exposing students to diverse viewpoints and global challenges, universities can enhance their students' ability to engage as informed and responsible global citizens. The demographic composition of the participants—predominantly Egyptian, bilingual, and with significant travel experience—provides an essential context for interpreting the findings. This aligns with Cotton et al.'s (2018) suggestion that exposure to diverse cultural and educational settings enhances students'

global competencies. The absence of significant gender effects in the findings supports the notion of inclusivity in global education, as highlighted by Hanson (2010), who emphasized the universal applicability of global citizenship values.

The findings highlight the need for higher education institutions to prioritise the internationalisation of their curricula. This can be achieved through collaborative initiatives with international partners, curriculum redesign, and the incorporation of global issues into teaching practices. Such efforts will not only enhance students' academic experiences but also prepare them for active participation in a globalised society.

Theoretical and Practical Implications

This study reinforces the relevance of Mezirow's Transformative Learning Theory (2000) in understanding how exposure to internationalised curricula can lead to profound changes in students' perspectives. As students engage with global issues through curriculum content, they experience a shift in self-awareness, intercultural communication, and global knowledge. These findings also support Morais and Ogden's (2010) model of GC, confirming that IoC is a critical factor in cultivating social responsibility, global competence, and civic engagement.

The findings of this study have significant practical implications for advancing global citizenship education within

the context of private universities in Egypt. A key recommendation is the redesign of curricula to incorporate global issues within formal and informal learning activities, which aligns with Leask's (2013) assertion that embedding global perspectives into the curriculum can bridge the gap between academic theory and real-world applications. Establishing international partnerships with institutions abroad, as emphasized by Clifford and Montgomery (2014), is another vital step to enrich students' experiences through exposure to diverse cultural perspectives and teaching methods. Additionally, the study supports Hanson's (2010) emphasis on faculty development as a critical component of fostering global citizenship. Educators must be equipped with transformative pedagogical strategies to effectively implement internationalised curricula and engage students in meaningful ways. Collectively, these initiatives promote an educational environment that nurtures global awareness, intercultural competence, and social responsibility, reflecting the transformative potential of IoC as highlighted by Morais and Ogden (2011). Such efforts position educational institutions to meet the demands of an interconnected global society while addressing local cultural and socioeconomic contexts.

Conclusion

In conclusion, this study determines that the internationalisation of curriculum significantly impacts the development of global citizenship among undergraduate students in Egyptian private universities. By integrating global perspectives into educational practices, institutions can cultivate a generation of students who are not only academically proficient but also socially responsible and engaged global citizens. The findings emphasize the importance of prioritising IoC in higher education to meet the challenges of an interconnected world. Importantly, the findings also demonstrate that IoC produces gender-neutral outcomes, emphasising its inclusivity and broad applicability.

As globalisation continues to shape education, the role of IoC in fostering GC cannot be overstated. Institutions must prioritise internationalisation efforts, supported by solid policies and practices that encourage student engagement with global issues.

Limitations and Future Research

While this study provides valuable insights into the relationship between IoC and GC, it is important to acknowledge its limitations. The research is confined to private universities in Egypt, and future studies could expand the scope to include public institutions and other geographical contexts. Additionally,

longitudinal research could further elucidate the long-term effects of IoC on students' GC development. The research was conducted primarily in the context of Egyptian private higher education institutions with established partnerships with UK universities. Consequently, the generalizability of the findings may be limited to similar educational settings.

In addition to identifying topics for further research and recognising the study's limits, the findings provide theoretical and practical implications for a variety of stakeholders. Furthermore, it has been demonstrated that quantitative measures of this relationship are useful in the context of higher education, particularly in an African nation, by using the measuring scales for the two variables that are based on conceptual models: Morais and Ogden's (2011) conceptualisation of Global Citizenship, and Gao's (2015) conceptualisation of Internationalisation of Higher Education.

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Appendices

Questionnaire used for this study

Your contribution is genuinely appreciated!

Let's explore how the internationalization of the curriculum affects global citizenship in Egyptian higher education. Your contribution shall provide great insights and help us enhance the educational practices since you are the real outcome of this educational journey.

Internationalisation of Curriculum (IoC)

(Adopted from Ayebare, Justin, Onen, David, Baine, Euzobia Mugisha. (2019)) All the items are rated from 1(Strongly Disagree) to 5 (Strongly Agree).

1. I have studied an additional internationally used language.
2. My university has a graduate studies language proficiency requirement.
3. Instruction at my University is done through an internationally used language.
4. The content covered in my study programme covers global issues.
5. The elective courses I take cover global issues.
6. I have studied a course that requires comparing world systems.
7. I am pursuing a jointly taught degree programme.
8. International internship is a compulsory component of my programme.

9. My study programme has quipped me with ICT skills.
10. The courses I have covered have exposed me to knowledge about different parts of the world.

Questionnaire Items on Global Citizenship (GC)

The questionnaire (was adopted from the study of Morais and Ogden (2011) and Roberts and Wilson (2016) as used by Nguyen, Minh Thanh. (2021). All the items are rated from 1 (Strongly Disagree) to 5 (Strongly Agree).

Global competence (GC):

1. Self-awareness (SA)

1. I am confident that I can thrive in any culture or country.
2. I know how to help in solving some of the global problems.
3. I know several ways in which I can make a difference on some of this world's problems.
4. I am able to get other people to care about global problems that concern me.

2. Intercultural communication (IC)

1. I unconsciously adapt my behavior when I am interacting with people of other cultures.
2. I often adapt my communication style to other people's cultural backgrounds.
3. I am fluent in more than one language.

4. I am able to mediate interactions between people of different cultures by helping them understand each other's values and practices.
3. Global Knowledge (GK)
 1. I am informed of current issues that impact international relationships.
 2. I feel comfortable expressing my views regarding a pressing global problem in front of a group of people.
 3. I am able to write an opinion letter to a local media source expressing my concerns over global inequalities and issues.
 4. Overall, I can handle multicultural communication as well as related problems.

Demographics

1) Gender

- Female
- Male

2) Age

- 17 or younger
- 18 – 22
- 23 – 25
- 26 – 35
- 35 & above

3) Completed Educational Level

- High School
- Bachelor's Degree
- Post Graduate Studies

4) During your high school years, which types of schools where you enrolled in?

Please select all that apply.

- Public
- Private
- National
- International
- Homeschooling
- Other (please specify)

5) Did you finish high school in your homeland or abroad?

- Homeland
- Abroad

6) Nationality

- Egyptian
- Non- Egyptian (please specify)

7) Is your home country the same as your country of residence?

- Yes
- No

8) Do you consider yourself bilingual? (Fluent in two or more languages)

- Yes
- No

9) Have you traveled outside of your home country?

- Yes, frequently
- Yes, occasionally
- No, never

10) Which language(s) do you speak fluently at home? (Select all that apply)

- Arabic
- English
- French

- German
- Other

11) In which language(s) do you receive your primary education at school and university? (Select all that apply)

- Arabic
- English
- French
- German
- Other