EXAMINATION OF GENERATION Z PRE-SERVICE TEACHERS' GLOBAL LITERACY LEVELS IN TERMS OF DIFFERENT VARIABLES

Adem KARACA[*]

Abstract

This study aims to investigate the global literacy skills of Generation Z pre-service teachers within the framework of an increasingly globalized world. Utilizing a quantitative research design, data were collected from 388 pre-service teachers through the global literacy scale, employing a criterion sampling method. In order to focus specifically on Generation Z, only participants born between 1995 and 2010 were included in the study; pre-service teachers born outside this range were excluded. Accessibility of the participants was taken into account in the selection process. Statistical analyses, including independent samples t-tests and ANOVA, were conducted to examine the effects of selected variables on global literacy. The results indicated that Turkish Language Teaching students demonstrated significantly higher levels of global literacy compared to their counterparts in Primary School Teaching. Furthermore, participants who expressed a desire to live abroad for an extended period, followed international news on social media, and accessed multiple global news websites exhibited higher global literacy scores. These findings underscore the importance of integrating themes such as global awareness, global citizenship, and world citizenship more extensively into teacher education curricula. Given the advanced digital competencies of Generation Z, the study recommends enriching educational environments with diverse digital tools and global content to further support the development of global literacy skills.

Key words: Generation Z, global literacy, global awareness, pre-service teachers

Z KUŞAĞI ÖĞRETMEN ADAYLARININ KÜRESEL OKURYAZARLIK DÜZEYLERİNİN FARKLI DEĞİŞKENLER AÇISINDAN İNCELENMESİ

Özet

Bu çalışma, giderek küreselleşen bir dünya bağlamında Z kuşağı öğretmen adaylarının küresel okuryazarlık becerilerini çeşitli değişkenler açısından incelemeyi amaçlamaktadır. Araştırma, nicel bir desenle tasarlanmış ve veriler, küresel okuryazarlık ölçeği kullanılarak 388 öğretmen adayından toplanmıştır. Katılımcılar, ölçüt örnekleme yöntemiyle seçilmiştir. Araştırmada yalnızca Z kuşağına odaklanıldığından, 1995–2010 yılları arasında doğan öğretmen adayları çalışmaya dahil edilmiş; bu tarih aralığı dışındakiler örnekleme alınmamıştır. Araştırmadaki katılımcılara erişim için kolay ulaşılabilirlik göz önünde bulundurulmuştur. Veriler, bağımsız

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[*] *Dr. Öğr. Üyesi, Alanya Alaaddin Keykubat Üniversitesi, Antalya, Türkiye, adem.karaca@alanya.edu.tr, 0000-0003-4110-6648*

örneklemler için t-testi ve tek yönlü varyans analizi (ANOVA) ile analiz edilmiştir. Analiz sonuçları, Türkçe öğretmenliği bölümü öğrencilerinin, sınıf öğretmenliği bölümü öğrencilerine kıyasla anlamlı düzeyde daha yüksek küresel okuryazarlık puanlarına sahip olduğunu ortaya koymuştur. Buna ek olarak, uzun süre yurtdışında yaşamak isteyen, sosyal medyada küresel haberleri takip eden ve birden fazla küresel haber sitesini takip eden öğretmen adaylarının küresel okuryazarlık düzeylerinin daha yüksek olduğu belirlenmiştir. Elde edilen bulgular, öğretmen yetiştirme programlarında küresel farkındalık, küresel vatandaşlık ve dünya vatandaşlığı gibi temaların daha kapsamlı biçimde ele alınmasının önemine işaret etmektedir. Z kuşağı öğretmen adaylarının gelişmiş dijital becerileri dikkate alındığında, küresel okuryazarlık becerilerinin daha da güçlendirilmesi için eğitim ortamlarının dijital içerik ve araçlarla zenginleştirilmesi önerilmektedir.

Anahtar kelimeler: Z kuşağı, küresel okuryazarlık, küresel farkındalık, öğretmen adayları

INTRODUCTION

The rapid technological changes in the 21st century have also transformed the nature of relationships between individuals and societies. The swift proliferation of information and communication technologies has effectively turned the world into a small neighborhood. Individuals seeking to gain knowledge about their surroundings are now also informed about events beyond their immediate environment. In a world undergoing rapid and transformative changes, acquiring essential citizenship competencies has become crucial. These changes impose a responsibility on individuals to develop skills beyond the citizenship of their own country, such as global citizenship, world citizenship, and global awareness. In short, in every area of change, attaining competence suited to the new circumstances becomes a necessity (Dwyer, 2016).

Education plays a critical role in equipping younger generations, as members of society, with the competencies necessary for citizenship. Citizenship education aims to cultivate individuals who are aware of their roles, duties, rights, and responsibilities within society, who can critically evaluate these aspects, and who actively participate in democratic processes (Schulz et al., 2022). Although the traditional concept of the nation-state remains prevalent worldwide, interest in concepts such as world citizenship and global citizenship has been increasing alongside digitalization (Oxley & Morris, 2013). Global citizenship encompasses the idea that individuals are not only part of a national community but also members of a global society (Golmohamad, 2009). The effectiveness of citizenship education in an evolving world will depend on the enrichment of a global perspective (Merryfield, 2008).

The concept of global citizenship did not emerge solely as a result of digitalization. Political developments, socio-political issues, economic activities, migration, and changes in educational exchange programs have also contributed to transforming the world into a small settlement. As a result, individuals encounter different cultures and develop an awareness of global developments (Hill, 1991). While exchange programs such as ERASMUS foster interaction within the framework of educational collaboration (Noh, 2004), spontaneous interactions also arise when people fleeing conflict zones, such as those escaping the war in Syria, are forced to continue their lives in different countries (Sirin & Rogers-Sirin, 2015).

In such an environment, individuals who develop global competencies tend to uphold social justice in areas such as respect for different cultures and cultural

awareness (Bhola, 2009). Global literacy is an overarching skill that encompasses these subcomponents and also focuses on human rights violations in different societies (Bender-Slack, 2002).

Global literacy enables individuals to stay informed about global events while fostering intercultural sensitivity and awareness through a critical perspective (Magnan, 2008). To achieve this, it is essential to develop the knowledge, skills, attitudes, and social practices necessary in a world that has transformed into a "global village" (Mansilla & Jackson, 2013).

The International Literacy Association (ILA) defines global literacy as "the ability to recognize, comprehend, interpret, create, compute, and communicate using visual, auditory, and digital materials across disciplines and in any context" (Dwyer, 2016, p. 131). In this definition, the emphasis on "digital materials" has gained increased significance with the frequent use of various media tools in daily life. Consequently, technological advancements have given rise to new societal concepts. Individuals are now categorized based on their ability to adapt to rapid change: those who keep pace with technological advancements, those who struggle to do so, and those born into the digital age with high technological skills.

One of the most well-known classifications in this regard is Prensky's (2001) distinction between "digital natives" and "digital immigrants." According to Prensky, individuals born before the 1980s, who had to adapt to technology later in life, are considered digital immigrants, whereas those born into a digital environment, with more intuitive technological skills, are referred to as digital natives. However, the boundaries of this classification may vary across different regions of the world, as access to and use of technology is not always simultaneous across societies. In this context, understanding another culture's technological adaptation highlights the relationship between global literacy and digital literacy.

Beyond Prensky's classification, generational categorizations have recently gained popularity, further contributing to discussions on technological literacy and adaptation. Swanzen (2018) argues that each generation has distinct learning styles and differing perceptions of understanding life, which, in turn, influences how parents, caregivers, and teachers approach child-rearing. Generational classifications are typically based on specific timeframes. Brown (2011) categorizes individuals born between 1960 and 1980 as Generation X, those born between 1980 and 1994 as Generation Y (Millennials), and those born

between 1995 and 2010 as Generation Z. Meanwhile, individuals born after the 2010s are now referred to in the literature as the Alpha Generation.

The socio-political and technological events occurring in each era shape the perspectives of different generations and play a significant role in defining their unique characteristics. Johnson and Romanelli (2005) note that Generation X members exerted substantial effort to balance professional life and leisure time during their career adaptation process. Similarly, Howe (2014) highlights that Generation X parents, rather than striving for perfection in parenting, focused on spending more quality time with their children. These two perspectives complement each other, reinforcing the idea that generations form their identities within the context of the transformations specific to their time.

Generation Z individuals, for instance, were born into a digitalized world where the internet has become globally pervasive. As a result, they exhibit distinct characteristics compared to previous generations (Seemiller & Grace, 2017). The key characteristics of Generation Z include rapid adaptability to technological change, a preference for digital over face-to-face communication (reducing spatial barriers), a tendency to overlook grammar skills due to online communication, a strong inclination toward independent work, a desire for instant results, openness to diversity, and a keen interest in educational opportunities (Dolot, 2018; Starecek et al., 2022). Unlike previous generations, socialization and friendship formation for Generation Z are primarily based on digital platforms and cross-border virtual interactions (Lew, 2021). This shift signifies a fundamental change in how relationships and networks are established, further distinguishing them from their predecessors.

Generation Z individuals, unlike previous generations, have grown up in the information age, which has fostered an entrepreneurial spirit and enabled them to develop habitual patterns through the opportunities provided by global interactions (Dombrosky et al., 2021). Understanding the needs and expectations of this generation is critical for building a stable foundation for a society's future. They expect a flexible environment, and when this expectation is not met, they can easily engage in interactions and take action.

In Turkey, many Generation Z youth are increasingly considering the option of living abroad. The impact of globalization, coupled with access to vast amounts of information from different parts of the world through social media and the internet, has made it easier for young people to explore alternative living opportunities in other countries (Boztilki, 2023). Dissatisfaction with conditions in their home country, coupled with factors such as career prospects, foreign

language acquisition (Şahin, Fırat & Zoraloğlu, 2010), future anxiety, economic decline (Kaya, 2019), and higher living standards abroad (Baykara & Kuzulu, 2021), serve as both pull and push factors influencing their migration aspirations.

Migration is driven by both attractive and repelling factors. Within the framework of global literacy, understanding and evaluating global events and the conditions of migration destinations are essential components. While existing literature indicates an increasing desire among Turkish youth to live abroad, no research has been identified that examines the extent to which this aspiration correlates with their interest in and awareness of global issues. This gap underscores the significance of investigating the global literacy levels of pre-service teachers, who represent the future educators of society.

This study aims to analyze the global literacy levels of pre-service teachers based on variables such as their academic disciplines, aspirations for short- or long-term residence abroad, news consumption habits, and social media usage. While existing studies have explored global literacy in broader educational contexts, there is a noticeable lack of research focusing specifically on Generation Z pre-service teachers and the influence of personal media consumption behaviors on global literacy. By addressing this gap, the study aims to provide a nuanced understanding of how individual factors intersect with global citizenship competencies. The findings are expected to contribute a new perspective to the existing literature.

Research Problem

The main research question guiding this study is:

-"Do the global literacy levels of Generation Z pre-service teachers differ significantly based on various demographic and individual variables?"

Sub-Research Questions:

"Do pre-service teachers' global literacy levels differ significantly based on their academic discipline?"

"Is there a significant difference in pre-service teachers' global literacy levels based on their prior experience with global education?"

"Do pre-service teachers' aspirations for long-term residence abroad significantly impact their global literacy levels?"

"Do pre-service teachers' aspirations for short-term residence abroad significantly impact their global literacy levels?"

"Do pre-service teachers' habits of following global news via social media significantly impact their global literacy levels?"

"Do pre-service teachers' global literacy levels differ significantly based on the number of news websites they follow?"

METHOD

Since this study aims to reach conclusions by collecting quantitative data from participants (Muijs, 2004), it was conducted using a quantitative research approach and was designed based on the descriptive survey model. The rationale for adopting the descriptive survey model in this study, which examines the global literacy levels of Generation Z pre-service teachers in relation to various variables, is to present the current situation based on the data obtained.

Sample of Research

The population of this study consists of Generation Z pre-service teachers studying in Turkey. The sample was determined using criterion sampling, one of the purposeful sampling methods, and consists of 388 Generation Z pre-service teachers. The criterion was defined as being born between 1995 and 2010, which aligns with the widely accepted birth range for Generation Z; therefore, only pre-service teachers born within this range were included in the study. In order to access participants, accessibility was also taken into consideration.

The preference for Generation Z as the focus of the study stems from their high proficiency in digital technologies, strong potential for adaptation to global dynamics, and frequent expression of admiration for living abroad, as observed in the researcher's students. To increase the diversity of the sample, efforts were made to reach pre-service teachers from various academic disciplines.

The distribution of participants across academic branch is presented in Table 1.

Table 1. Distribution of the sample of research by academic disciplines

Academic disciplines	f	%
Preschool Teaching	127	33
Primary School Teaching	81	21
Science Teaching	80	20
Turkish Language Teaching	54	14
Mathematics Teaching	46	12
Total	388	100

Data Collection Instrument

The data in the study were collected using the Global Literacy Scale, whose validity and reliability analysis was conducted by Bulut and Öksüzoğlu (2023).

The overall Cronbach's Alpha reliability coefficient of the scale is 0.91, indicating high reliability. The reliability coefficients for each subdimension are as follows: Global Attitude: 0.95, Global Participation: 0.93, Global Awareness: 0.83. The three-factor structure of the Global Literacy Scale was confirmed through first-order confirmatory factor analysis (CFA), yielding the following results: χ^2 = 485.221, df = 183, χ^2/df = 2.651 GFI = .92, AGFI = .90, CFI = .97, NFI = .95, RFI = .94, IFI = .97, RMSEA = .057, SRMR = .057 Additionally, second-order confirmatory factor analysis (CFA) was conducted, further validating the model with the following results: χ^2 = 523.382, df = 185, χ^2/df = 2.829 GFI = .92, AGFI = .89, CFI = .96, NFI = .94, RFI = .94, IFI = .96, RMSEA = .060, SRMR = .088.

These findings are taken from the original version of the scale development study. These findings confirm that the Global Literacy Scale exhibits a robust factor structure and is a valid and reliable measurement tool for assessing the global literacy levels of Generation Z pre-service teachers (Bulut & Öksüzoğlu, 2023).

Data Collection

In this study, data were collected during the spring semester of the 2024–2025 academic year by administering the Global Literacy Scale through Google Forms. The data collection process took place during the first 10 minutes of class sessions, ensuring consistency in administration. Participation in the study was entirely voluntary, and ethical considerations were prioritized throughout the process. The participants were pre-service teachers enrolled in the Faculty of Education at Alanya Alaaddin Keykubat University. Participation in the study was entirely voluntary, and ethical considerations were prioritized throughout the process.

Data Analysis

In the data analysis phase of the study, several statistical techniques were employed to examine the research questions. First, Skewness and Kurtosis coefficients were calculated to assess whether the data followed a normal distribution. Descriptive statistics were used to summarize the central tendencies and dispersion of the variables. To compare differences between two independent groups, the Independent Samples t-Test was utilized, whereas for comparisons involving more than two independent groups, a One-Way ANOVA was conducted. Prior to these analyses, the assumptions required for parametric tests were evaluated. Specifically, the Kolmogorov-Smirnov (p = .20) and Shapiro-Wilk (p = .26) tests indicated that the data met the normality assumption (Field, 2018). In addition, Levene's test was performed to assess the homogeneity of variances. For group comparisons using ANOVA, Tukey's

HSD and Games-Howell post-hoc tests were applied to determine which specific group means differed significantly. All statistical analyses were conducted using SPSS version 24.0, and the findings were reported in the results section.

FINDINGS AND INTERPRETATIONS

Global Literacy Levels by Different Disciplines

The first sub-research question of the study was formulated as follows:

"Do pre-service teachers' global literacy levels differ significantly based on their academic disciplines?" To test this, the following hypotheses were established:

H_0: There is no significant difference in the overall global literacy mean scores among different academic disciplines.

H_1: There is a significant difference in the overall global literacy mean scores among different academic disciplines.

To determine whether global literacy levels significantly differ based on academic disciplines, a one-way ANOVA analysis was conducted. The results of this analysis are presented in the following section.

Table 2. Global literacy scores by academic discipline

Variable	Groups	n	$\overline{X}$	s	Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Difference (Tukey)
	1Prescool T	127	3,89	0,50	Between Groups	2,716	4	0,679	3,02	0,02	
	2Primary S.	81	3,75	0,46	Within Groups	85,96	383	0,224			
Discipline	3Science T.	80	3,80	0,50	Total	88,67	387				4-2
	4Turkish L.	54	3,98	0,51							
	5Mathematics	46	3,84	0,48							
	Total	388	3,83	0,47							

Table 2 shows us that there is a significant difference between academic disciplines, F (383) =3.02, p=0.020<0.05. This result indicates that pre-service teachers' global literacy levels vary significantly depending on their academic disciplines. To determine which groups contributed to this difference, a Post Hoc (Tukey HSD) test was conducted. The results revealed a statistically significant difference between the Primary School Teaching and Turkish Language Teaching disciplines (p=0.020<0.05). However, no significant differences were found among the other disciplines. This difference suggests that Turkish Language Teaching students exhibit significantly higher global literacy levels than Primary School Teaching students. This finding can be interpreted as an indication that pre-service teachers in the Turkish Language

Teaching program engage more frequently with global literature, media, and cultural content.

The null hypothesis (H_0) is rejected for the Turkish Language Teaching and Primary School Teaching disciplines, confirming a significant difference. However, the null hypothesis (H_0) is retained for the other disciplines, indicating no statistically significant difference in their global literacy levels.

Global Literacy Level by Global Education Experience Variable
Is there a significant difference in pre-service teachers' global literacy levels based on whether they have experience in global education?"

Table 3. Independent samples t-test results for global education experience

	Group	N	$\overline{X}$	s	sd	t	p
Experience	Present	40	3,87	.614	386	0,62	.53
	Absent	348	3,81	.461			

When examining the independent samples t-test results in Table 3, it is observed that there is no significant difference in global literacy levels between pre-service teachers with and without global education experience (t(44.191) = 0.629, p= 0.533 > 0.05).

This finding may be attributed to the low number of participants with global education experience compared to the overall sample size in the study.

Global Literacy Levels by Long-Term Living Abroad Aspirations
The research's third sub-problem is formulated as follows: "Is there a significant difference in pre-service teachers' global literacy levels based on their aspiration for long-term residence abroad?"

Table 4. Independent samples t-test results for long-term living abroad aspirations

	Group	N	$\overline{X}$	s	sd	t	p
Long-Term Living	Present	158	3,91	.491	386	3,23	.01
	Absent	230	3,71	.459			

When examining Table 4, it is observed that there is a significant difference in global literacy levels based on pre-service teachers' aspirations for long-term

residence abroad (t(386) = 3.23, p=0.01<0.05). The data indicate that pre-service teachers who aspire to live abroad for an extended period exhibit significantly different global literacy levels compared to those who do not have such aspirations. This finding can be interpreted as an indication that pre-service teachers are preparing themselves in alignment with their long-term plans, potentially engaging in activities that enhance their global literacy in anticipation of living abroad.

Global Literacy Levels by Short-Term Living Abroad Aspirations

The fourth third sub-research question of the study is formulated as follows: "Is there a significant difference in pre-service teachers' global literacy levels based on their aspiration for short-term residence abroad?"

Table 5. Independent samples t-test results for short-term living abroad aspirations

	Group	N	$\overline{\text{X}}$	s	sd	t	p
Short-Term Living	Present	296	3,81	.444	126	0,17	.86
	Absent	92	3,83	.577			

When examining Table 5, it is observed that there is no significant difference in global literacy levels based on pre-service teachers' aspirations for short-term residence abroad (t(126)=-0.170, p=0.86>0.05). This finding suggests that individuals who desire short-term international experiences do not exhibit significantly different global literacy levels compared to those without such aspirations. This result can be interpreted as an indication that while short-term international experiences may influence individuals' worldviews, deeper and more sustained experiencesnsuch as long-term academic and cultural engagements may be necessary for these influences to translate into long-term awareness and attitudes toward global literacy.

Global Literacy Levels by News-Following Habits

The fifth research question of the study is formulated as follows: "Is there a significant difference in pre-service teachers' global literacy levels based on their habits of following global news on social media?" The normality assumption was met for this research question; however, since the assumption of homogeneity of variances was not satisfied, the Games-Howell test was conducted instead of Tukey's post-hoc analysis.

Table 6. Games-Howell test results for news-following habits

Variable	Groups	n	$\overline{X}$	s	Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Difference (GH)
Between Groups Within Groups Total	1Yes	174	4,00	0,50	Between Groups	11,75	2	5,88	29,42	0,0	1-2
	2No	14	3,33	0,56	Within Groups	76,91	385	0,22			1-3
	3Partially	200	3,70	0,47	Total	88,67	387				3-2
		388	3,83	0,47							

When examining Table 6, it is observed that there is a significant difference in global literacy levels based on pre-service teachers' habits of following global news ($F(2, 385)$ = 29.42, $p<0.001$). According to the Games-Howell Post Hoc test results pre-service teachers who regularly follow news have significantly higher global literacy levels compared to both those who do not follow news ($p=0.00$) and those who partially follow news ($p=0.00$). Additionally, pre-service teachers who do not follow news at all exhibit significantly lower global literacy levels compared to those who partially follow news ($p=0.00$).

This finding suggests that global literacy levels are linked to individuals' access to information and their habits of staying informed about world affairs. Pre-service teachers who frequently follow global news tend to have a better understanding of international developments, different cultures, and global events, which positively influences their global literacy levels.

Global Literacy Level by the Number of Websites Followed
In addition to news-following habits, the final research question aimed to examine the effect of the number of news websites followed on global literacy levels. The research question was formulated as follows:"Do pre-service teachers' global literacy levels significantly differ based on the number of news websites they follow?"

The analysis conducted to address this research question is presented in Table 7.

Table 7. One-way ANOVA test results for the number of news websites followed

Variable	Groups	n	$\overline{X}$	s	Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Difference (Tukey)
Web Sites	10-2	206	3,75	0,46	Between Groups Within	7,80	2	3,89	18,51	0,00	3-1
	23-4	116	3,82	0,50	Groups	81,0	385	0,21			3-2

34+	66	4,14	0,47	Total	88,6	387
Total	388	3,83	0,47			

When examining Table 7, it is observed that there is a significant difference in global literacy levels based on the number of news websites followed by pre-service teachers (F(2, 385)= 18.51, p < 0.001). According to descriptive statistics, pre-service teachers who follow more than four news websites exhibit the highest global literacy levels ($\bar{x}$ = 4.14, s = 0.47), followed by those who follow 3-4 news websites ($\bar{x}$ = 3.82, s = 0.50) and those who follow 0-2 news websites ($\bar{x}$ = 3.75, s = 0.46).

The Tukey Post Hoc test results reveal that:

Pre-service teachers who follow 4+ news websites have significantly higher global literacy levels than those who follow 3-4 news websites (p<0.05) and those who follow 0-2 news websites (p<0.05). However, no statistically significant difference was found between those who follow 0-2 news websites and those who follow 3-4 news websites (p> 0.05). This finding suggests that diversifying news sources may enhance global literacy levels. Individuals who have access to a greater variety of news sources tend to stay more informed about global developments, gain insights from multiple perspectives, and exhibit higher global awareness. However, limiting news consumption to only a few sources may not have a significant impact on global literacy levels.

DISCUSSION AND CONCLUSION

In this study, the global literacy levels of pre-service teachers were examined in relation to various demographic and individual variables, and the findings were evaluated accordingly. The results indicate that global literacy levels are significantly associated with factors such as academic discipline, news-following habits, and access to news sources. However, variables such as having an experience of living abroad or the aspiration to live abroad for a short period were found not to have a significant impact on global literacy levels.

A significant difference was identified in global literacy levels based on academic discipline. Specifically, pre-service teachers studying language and literature-focused programs exhibited higher global literacy levels compared to other disciplines. This finding supports the notion that language education not only facilitates the learning of a local language but also establishes a strong communication network that enhances awareness of global developments (Sew, 2012; Yang & Kuo, 2023). Such exposure contributes to students' global awareness and understanding.

The study also found that having an experience in global education did not have a significant impact on global literacy. This finding aligns with Tsang et al. (2020), who concluded that global literacy education does not directly influence a global perspective but can shape it through content exposure. Similarly, Sigauke and Gwirayi (2021) highlighted that schools are not sufficiently prepared to teach global education effectively. Given the low number of participants with global education experience in this study, this result appears to be consistent with the existing literature. While fostering global citizenship is a widely recognized goal in higher education institutions, the academic development of students remains their primary focus. Therefore, study abroad experiences should be expected to contribute to academic growth, and academic development variables should be considered when evaluating the impact of these experiences (Morais & Ogden, 2010).

The study found that pre-service teachers who aspire to live abroad for an extended period exhibit higher levels of global literacy. This finding suggests that individuals' desire to gain international experience aligns more closely with their tendency to develop a global perspective. The fact that individuals with a high level of global awareness are more inclined to experience different cultures and closely follow global developments is consistent with previous research in the literature (Reysen & Katzarska-Miller, 2013). In contrast, no significant difference in global literacy was found between pre-service teachers who aspire to live abroad for a short period and those who do not. This result suggests that global literacy is more closely related to long-term knowledge acquisition processes, engagement with global news through technology, and critical media literacy rather than short-term international experiences (Öztay & Öztay, 2021).

According to the research findings, pre-service teachers who regularly follow global news exhibit significantly higher global literacy levels. The habit of following the news enhances individuals' awareness of global events and helps them develop diverse perspectives. In particular, individuals who compare multiple news sources tend to demonstrate higher levels of global awareness. Considering that younger generations, as digital natives, effectively navigate the digital world (Delacruz, 2019; Seemiller & Grace, 2017; Starecek et al., 2022), this result aligns with the existing literature. Another key finding of the study is that the number of news websites followed also influences global literacy levels. Pre-service teachers who have access to a variety of news sources exhibit higher levels of global awareness compared to those who rely on only a few sources. This finding underscores the importance of accessing information from diverse perspectives in the development of global literacy.

SUGGESTIONS

In this study, the global literacy levels of pre-service teachers were examined across various variables, leading to several important findings. Global literacy is directly related to individuals' ability to understand global events, recognize different cultures, and develop critical thinking skills. Based on the findings, the following recommendations are proposed:

The proportion of pre-service teachers with experience in global literacy education is relatively low. To address this, course content should incorporate more global issues, including global literacy, global awareness, global citizenship, and world citizenship.

Findings indicate that pre-service teachers with aspirations for long-term residence abroad have higher global literacy levels. This suggests that expanding international exchange programs and internship opportunities could enhance pre-service teachers' global awareness.

The study found that following global news through technology is a common habit among pre-service teachers. To further support global literacy, digital activities and projects that facilitate interactions with different cultural groups should be encouraged. Initiatives such as international conferences, online forums, and multicultural learning environments can be promoted to foster global engagement.

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Genişletilmiş Türkçe Özet

Giriş

21. Yüzyılda teknolojinin hızlı gelişimi, insanlar ve toplumlar arasındaki ilişkilerin doğasını kökten değiştirmiştir. Bilgi iletişim teknolojilerinin yaygınlaşması, dünyayı adeta küçük bir köy haline getirirken, bireylerin yaşadıkları çevrenin ötesinde küresel olaylara dair farkındalık kazanmalarını sağlamıştır. Bu değişim, geleneksel vatandaşlık anlayışının yanı sıra küresel vatandaşlık, küresel farkındalık ve dijital okuryazarlık gibi yeni becerilerin edinilmesini zorunlu kılmaktadır. Eğitim, özellikle genç neslin bu becerileri kazanmasında kritik bir rol oynamaktadır. Vatandaşlık eğitimi, bireylerin demokratik süreçlere aktif katılımını ve küresel sorunlara eleştirel bir bakış açısıyla yaklaşmalarını hedeflemektedir.

Küreselleşme, dijitalleşme ve göç gibi dinamikler, bireylerin farklı kültürlerle etkileşimini artırmış ve küresel okuryazarlık becerilerini ön plana çıkarmıştır. Küresel okuryazarlık, bireylerin dünyadaki gelişmeleri anlama, kültürlerarası duyarlılık geliştirme ve dijital araçları etkili bir şekilde kullanma yeteneğini kapsar. Bu beceriler, özellikle Z kuşağı olarak adlandırılan ve teknolojiyle iç içe büyüyen genç nesil için büyük önem taşımaktadır. Z kuşağı, dijital dünyaya kolay uyum sağlayabilen, küresel etkileşime açık ve çeşitliliği benimseyen bir profil çizmektedir.

Bu çalışma, Z kuşağı öğretmen adaylarının küresel okuryazarlık düzeylerini inceleyerek, bu düzeylerin bölüm, yurt dışı deneyimi, yurt dışında yaşama isteği ve haber takip alışkanlıkları gibi değişkenlerle ilişkisini araştırmayı amaçlamaktadır. Özellikle öğretmen adaylarının yurt dışına gitme eğilimleri ve küresel okuryazarlık becerileri arasındaki ilişkinin bu araştırmayı alan yazınına önemli bir katkı sağlayacak nitelikte kılmaktadır.

Yöntem

Bu araştırma, nicel bir yaklaşımla betimsel tarama modeline göre tasarlanmıştır. Çalışmanın evrenini Türkiye'de öğrenim gören Z kuşağı öğretmen adayları oluştururken; örneklem grubu ise ölçüt örnekleme yöntemiyle belirlenen 388 gönüllü katılımcıdan oluşmaktadır. Araştırmayakatılım ölçütü ise 1995-2010 yılları arasında dünyaya gelmiş olan öğretmen adayı olmaktır. Katılımcıların farklı bölümlerden (Okul öncesi, sınıf, fen bilgisi, Türkçe, matematik) seçilmesine ve kolay ulaşılabilir olmasına özen gösterilmiştir. Veri toplama aracı olarak, daha önce geçerlik ve güvenirlik analizleri yapılan 21 maddelik "Küresel Okuryazarlık Ölçeği" kullanılmıştır. Ölçek, küresel tutum, farkındalık ve katılım olmak üzere üç boyuttan oluşmakta ve Cronbach's Alpha değeri .91

olarak hesaplanmıştır. Veriler, 2024-2025 eğitim öğretim yılı bahar döneminde Google Formlar üzerinden toplanmıştır. Analizlerde betimleyici istatistikler, t-testi, tek yönlü ANOVA ve Post Hoc testleri (Tukey HSD, Games Howell) kullanılmıştır. Normallik testi sonuçlarına göre veri seti normal dağılım gösterdiğinden parametrik testler uygulanmıştır. Analizler SPSS 24.0 programı ile gerçekleştirilmiştir.

Bulgular ve Yorumlar

Araştırmanın bulguları, öğretmen adaylarının küresel okuryazarlık düzeylerinin çeşitli değişkenlere göre anlamlı farklılıklar gösterdiğini ortaya koymaktadır. İlk olarak, bölümlere göre yapılan analizde, Türkçe öğretmenliği öğrencilerinin küresel okuryazarlık düzeylerinin sınıf öğretmenliği öğrencilerinden anlamlı derecede yüksek olduğu tespit edilmiştir ($F(383) = 3.02$, $p = 0.020$). Bu durum, Türkçe öğretmen adaylarının edebiyat, medya ve kültürel içeriklerle daha fazla etkileşimde olmalarıyla açıklanabilir. Küresel eğitim deneyimi olan ve olmayan öğretmen adayları arasında ise anlamlı bir fark bulunmamıştır ($t (44.191) = 0.629$, $p = 0.533$), bu durum deneyimli öğrenci sayısının azlığına bağlanabilir.

Uzun süreli yurt dışında yaşama isteği olan öğretmen adaylarının küresel okuryazarlık düzeyleri, bu isteği olmayanlara göre anlamlı derecede yüksek çıkmıştır ($t(386) = 3.23$, $p = 0.001$). Bu bulgu, uzun vadeli küresel planların bireylerin farkındalık düzeylerini artırdığını göstermektedir. Ancak, kısa süreli yurt dışı yaşama isteği ile küresel okuryazarlık düzeyi arasında anlamlı bir fark bulunmamıştır ($t(126) = -0.170$, $p = 0.86$), bu durum kısa süreli deneyimlerin kalıcı bir etki yaratmadığını düşündürmektedir.

Sosyal medyada küresel haber takip etme alışkanlığı olan öğretmen adaylarının küresel okuryazarlık düzeyleri, takip etmeyenlere ve kısmen takip edenlere göre anlamlı derecede yüksek bulunmuştur ($F(2, 385) = 29.42$, $p < 0.001$). Ayrıca, 4'ten fazla haber sitesi takip edenlerin küresel okuryazarlık düzeyleri, daha az site takip edenlere göre daha yüksek çıkmıştır ($F(2, 385) = 18.51$, $p < 0.001$). Bu bulgular, bilgi kaynaklarının çeşitliliğinin ve düzenli takibinin küresel farkındalığı artırdığını göstermektedir. Sonuç olarak, öğretmen adaylarının küresel okuryazarlık düzeyleri, bölüm, yurt dışı yaşama isteği ve haber takip alışkanlıkları gibi faktörlerden etkilenmektedir.

Tartışma ve Sonuç

Bu araştırma, Z kuşağı öğretmen adaylarının küresel okuryazarlık düzeylerinin bölüm, yurt dışı yaşama isteği ve haber takip alışkanlıkları gibi faktörlere göre farklılaştığını ortaya koymuştur. Türkçe öğretmenliği öğrencilerinin küresel

okuryazarlık düzeylerinin sınıf öğretmenliği öğrencilerinden daha yüksek olması, kültürel ve edebi içeriklerle daha fazla etkileşim kurmalarıyla açıklanabilir. Uzun süreli yurt dışı yaşama isteği olan öğretmen adaylarının küresel farkındalıklarının daha yüksek olması, bu bireylerin küresel perspektiflerini geliştirme eğiliminde olduklarını göstermektedir.

Sosyal medyada küresel haber takip etme alışkanlığı ve birden fazla haber kaynağına erişim, küresel okuryazarlık düzeyini anlamlı derecede artırmaktadır. Bu bulgular, bilgiye erişim ve çeşitli kaynaklardan beslenmenin küresel farkındalığı desteklediğini göstermektedir. Sonuç olarak, öğretmen adaylarının küresel okuryazarlık becerilerini geliştirmek için çeşitli bilgi kaynaklarına erişimlerinin teşvik edilmesi ve küresel perspektiflerini genişletecek eğitim programlarının tasarlanması önerilmektedir. Bu araştırma, Z kuşağı öğretmen adaylarının küresel okuryazarlık düzeylerinin bölüm, yurt dışı yaşama isteği ve haber takip alışkanlıkları gibi faktörlere göre farklılaştığını ortaya koymuştur. Türkçe öğretmenliği öğrencilerinin küresel okuryazarlık düzeylerinin sınıf öğretmenliği öğrencilerinden daha yüksek olması, kültürel ve edebi içeriklerle daha fazla etkileşim kurmalarıyla açıklanabilir. Uzun süreli yurt dışı yaşama isteği olan öğretmen adaylarının küresel farkındalıklarının daha yüksek olması, bu bireylerin küresel perspektiflerini geliştirme eğiliminde olduklarını göstermektedir. Sosyal medyada küresel haber takip etme alışkanlığı ve birden fazla haber kaynağına erişim, küresel okuryazarlık düzeyini anlamlı derecede artırmaktadır. Bu bulgular, bilgiye erişim ve çeşitli kaynaklardan beslenmenin küresel farkındalığı desteklediğini göstermektedir.

Bu araştırma, öğretmen adaylarının küresel okuryazarlık düzeylerinin bölüm, haber takip alışkanlıkları ve haber kaynaklarına erişim gibi faktörlerle anlamlı şekilde ilişkili olduğunu ortaya koymuştur. Özellikle dil ve edebiyat odaklı bölümlerde öğrenim gören öğretmen adaylarının küresel okuryazarlık düzeyleri daha yüksek bulunmuştur. Bu durum, dil eğitiminin küresel farkındalık geliştirmedeki rolünü desteklemektedir. Bununla birlikte, küresel eğitim deneyimi ve kısa süreli yurt dışı yaşama isteği gibi değişkenlerin küresel okuryazarlık üzerinde anlamlı bir etkisi tespit edilmemiştir. Bu bulgu, küresel okuryazarlığın kısa süreli deneyimlerden ziyade, uzun vadeli bilgi edinme süreçleriyle daha yakından ilişkili olduğunu düşündürmektedir.

Öneriler
Araştırmada, düzenli olarak küresel haberleri takip eden ve birden fazla haber kaynağına erişen öğretmen adaylarının küresel okuryazarlık düzeylerinin daha yüksek olduğu görülmüştür. Bu sonuç, farklı kaynaklardan bilgi edinmenin küresel farkındalığı artırdığını göstermektedir. Özellikle dijital yerli olarak

nitelendirilen Z kuşağının teknolojiyi etkin kullanması, bu bulguları desteklemektedir. Sonuç olarak, öğretmen adaylarının küresel okuryazarlık becerilerini geliştirmek için çeşitli bilgi kaynaklarına erişimlerinin teşvik edilmesi ve küresel perspektiflerini genişletecek eğitim programlarının tasarlanması önerilmektedir.