

A Factor Analysis Study Affecting High School Students' Global Citizenship

Jong-Teak Seo^{1,*}, Bok-Nyong Park², Young-gi Kim³, Jong-Wan Kim⁴ & Hee - Lee⁵

¹Education Innovation Center, Hanyang Cyber University, Seoul, South Korea

²LG UPlus Team Leader/Ph.D./ITPE/Network Business Technology Team, Seoul, South Korea

³Computer Information and Communication Engineering Adjunct Professor, Kyunghee Cyber University, Seoul, South Korea

⁴SW Convergence Education Center, Sahmyook University, Seoul, South Korea

⁵Soongsil University, Seoul, South Korea

*Correspondence: Hanyang Cyber University, 220 Wangsimni-ro, Seongdong-gu, Seoul, South Korea. E-mail: suho1793@hanmail.net

Received: August 25, 2022

Accepted: October 25, 2022

Online Published: November 15, 2022

doi:10.5430/jct.v11n8p349

URL: <https://doi.org/10.5430/jct.v11n8p349>

Abstract

The objective of this study is to develop a sense of global community among young people and to lay the foundation for growth with desirable qualities and capabilities as members of a global civil society. The interpersonal competency was selected to conduct the study. The subjects of this study were high school students in K city located in Gyeonggi-do and analyzed how the gender, academic performance, parents' educational background, conversation time with parents, and participation in international cooperation activities affect global citizenship.

Study subjects were a total of 248 high school students. Survey was selected as the study method. Collected questionnaires were subjected to descriptive statistical analysis and correlation analysis using IBM SPSS (Statistical Package for the Social Science) 21 program, Student's t-test, and one-way analysis of variance (ANOVA). As a result of the analysis, first, it was found that female students had more influence than male students according to gender in global competency, and conversation time with parents was also found to have a significant effect. Second, in terms of self-competence, it was found that students who had experience in international cooperation had more influence than students who did not have experience in international cooperation. Lastly, in interpersonal competency, according to gender, female students were found to have more influence than male students, and conversation time with parents was also found to have a significant effect.

Based on the results of this study, it is hoped that in the future, young people will participate in activities that cooperate with the world beyond regional and national identities, thereby providing a framework for recognizing and implementing their attitudes toward responsibility at the global level.

Keywords: global citizenship, global competency, self-competence, interpersonal skills

1. Introduction

With the current development of information, communication, and transportation, the world is closely connected as if it were in one space. Territory boundaries in the world network have changed as fluidly as if they were liquid so that people around the world could share information and knowledge with anyone (Bauman, 2000). In addition, with the rapid development of information and communication technology, the phenomenon of knowledge and information sharing occurring around the globe has further accelerated globalization, thus breaking down the boundaries between countries. As a result, political, economic, social, and cultural exchanges between countries have become more active, and it is the core competency of young people living in this era to contemplate together various problems in the world that are taking place in the wave of globalization and to seek solutions at the global level (Kang et al., 2014).

Our lives today are more global than ever. Globalization means that the unit of life expands beyond the country to the entire global community and it is a phenomenon that occurs most rapidly in the 21st century. That is, what happens

in other countries directly affects our daily lives, and we can say that we are living in an era of national, social, and personally interdependent lives refers to doing (Kelleher & Klein, 2006). This has not only resulted in positive effects such as quantitatively and qualitatively, thereby improving wealth, goods, education, and technology, inducing global democratization but also brought about various side effects such as environmental problems, economic crises, the gap between the rich and the poor, wars and infectious diseases. It is difficult to spread the positive effects of globalization and to cope with its side effects either individually or as an individual country, and a cooperative effort of people from all over the world is required. In this context, the image of a citizen that is being emphasized is that of a global citizen. A global citizen is a responsible and ethical citizen who approaches, embraces, and solves global problems from a broader and more inclusive perspective (Sung, 2010). and is a conscious citizen who participates and contributes to both local and global communities (Oxfam, 2015; UNESCO, 2013).

This trend of globalization has removed restrictions imposed by place and brought positive benefits to mankind, such as expanding educational opportunities and enabling them to acquire vast amounts of information. However, behind the scenes, it has also caused complex world problems such as hunger, poverty, and energy inequality that can only be solved with cooperation between countries. In the context of globalization where both positive and negative aspects coexist, global citizenship refers to an attitude that recognizes individuals as global citizens who are not only citizens of a single country, but also citizens who face global problems and seek solutions. It can be said that cultivation is the most important thing (Kim & Park, 2022).

A global citizen should have the attitudes and values that a democratic citizen has. It also should have the qualities and responsibilities as a citizen constituting the society.

Historically, civil society began with the birth of the nation-state. In the past, society was relatively skeptical of education beyond the nation-state because people's basic living rights were limited to the family, the province, and the nation-state and a sense of citizenship was formed centered on the family and the nation. However, as the concept of the state became meaningless due to the progress of globalization, the role of the nation-state, which was the source of political unity, was gradually lost. and the individual's ethical and political. Expectations for social action have also expanded to encompass the world beyond the state.

Heater (2003) has pointed out that changes in the world caused by the development of transportation and communication are challenging the concept of citizenship centered on a single country. This means that the existing citizenship based on the nation-state can no longer provide sufficient logic. It means that the importance of global citizenship with a transnational character that assumes the whole world should be emphasized. In this context, global citizenship is a concept that modern and future citizens should cultivate. It is a concept that has expanded the existing citizenship to the global level.

Interest in global citizenship led to the development of global citizenship, and Habermas (1992) described the status of global citizenship as a citizen who is not only citizen of a country but also as a citizen of a region in which several countries are united considered to have multiple at the same time. Kymlica (1995) argues that multicultural citizenship is the duty to transform national civic culture for the common good and benefit, while simultaneously allowing the diverse ethnic, racial, language, and religious communities that make up the state to be reflected in the national civic culture and to have their voices heard and qualities. Similarly, Kim (2020) argued that the existing citizenship emphasized being granted a single status and the same rights and obligations within the border of the state. The concept of global citizenship has been expanded by defining various global disputes as civic attributes that seek to resolve disputes through democratic procedures such as dialogue and compromise.

To nurture young people as key talents for a future society with global citizenship, education should not only include knowledge but also skills and attitudes. As a global citizen, specific contents, scope, and areas should be presented to develop various competencies. To live as a global citizen, simple knowledge or conscious aspects should not be emphasized to young people. This can be an important factor to educate students in various aspects so that they can develop skills, attitudes, values, and competencies as well as knowledge and cognitive skills (Kwak & Moon, 2010).

Knowledge refers to facts that must be informed and educated about factual information such as factual knowledge, terms, concepts, principles, laws, theories, ideas, perceptions, interpretations, and understandings. Skills and competencies should not only help them possess and effectively utilize the relevant functions as a global citizen but also enable them to combine the ability to create or accomplish something accurately and efficiently in the era of the 4th industrial revolution (Lee, 2016).

Adolescence is an important period of transition to adulthood, and the civic consciousness formed during this period leads to adulthood. Therefore, global citizenship education for youths to develop global citizenship is important so

that they can feel a sense of belonging and responsibility to the global community and participate in the content of universal values and sustainability. To this end, various factors that can affect global citizenship beyond the transfer of global citizenship knowledge must be effectively addressed (Kim & Kim, 2014; Kim, 2012; Park et al., 2016).

Furthermore, it influences the formation of the global citizenship of youths in various ways depending on the environment such as home, school, and the culture surrounding the individual youth. The socioeconomic status of the family, the frequency of conversations with parents, the degree of parents' political and social interest, cultural and racial background, relationship with teachers, and academic performance are important factors that influence youth's citizenship formation (Han, 2018).

Therefore, this study is a factor that can influence the development of global citizenship among young people. Global competence, which means the consciousness and qualities that a global citizen should have (Hett, 1993), and self-understanding and self-image in adolescence, self-competence to evaluate the capabilities and qualities of human beings (Ban 2015), interpersonal competence to play a role in a global environment by strengthening interpersonal skills as a social animal (Jeon, 2012), and a study was conducted to find out how much the students' characteristics (gender, academic performance, parents' educational background, conversation time with parents, participation in international cooperation activities) affect the field of global citizenship.

The results of this study can provide various implications when conducting global citizenship education for the youth. The research hypotheses calculated for the analysis are as follows.

First, there will be differences in global citizenship depending on the gender.

Second, there will be differences in global citizenship depending on the academic achievements.

Third, there will be differences in global citizenship depending on the educational background of the parents.

Fourth, there will be a difference in global citizenship depending on the time you spend talking with your parents.

Fifth, there will be differences in global citizenship depending on the experience of participating in international cooperation activities.

2. Theoretical Background

2.1 Global Competency

Although there is no agreed-upon definition of global competence or global competency, many researchers have expressed various opinions in terms of transnational competence, global citizenship, global proficiency, and global literacy. The concept of global competence to be used in this study will be clarified based on a review of the definitions of various scholars on global competence as follows.

First, Hunter (2004) defines global competence as “having an open mind in actively seeking to understand the cultural norms and expectations of others, and to transfer that knowledge to others outside of their familiar environment. It is used to exchange, communicate, and work effectively with people”. Brustein (2003) of the University of Pittsburgh, USA, defines global competency as “the ability to effectively communicate across cultural and linguistic boundaries and to focus on issues that transcend cultures and continents”. It is very meaningful to emphasize 'cultural diversity, 'open mind', and 'effective communication ability' in global competency. According to Spencer & Spencer (1993), competency at the individual level is an internal characteristic of an individual that causes differentiated performance in a specific situation or job said to mean. Competence at the individual level includes five factors: motivation, traits, self-concept, knowledge, and skills, and it is said that these factors combine to produce excellent performance. Furthermore, global competency was defined as attitudes and acceptance levels toward other races and ethnicities, and a mindset that can recognize and accept diversity (Kwon, 2015). However, when it comes to competence, we think it should go beyond attitude or mind.

Kwon (2015) also views global competence as global citizenship. According to him, global citizenship is broadly defined as the level of globalization of youth and consists of intellectual abilities (information-related abilities and foreign language abilities), ability to enjoy one's own culture, ability to understand foreign countries, ability to make rational decisions, and awareness of social participation (volunteer activities, donation activities) is stipulated. The term global citizenship is similar to global citizenship, that is, global citizenship, therefore, it can be viewed in the same context as global citizenship education, and the view that the educational effect expected of learners through global citizenship education is global competence (Park & Woo, 2015).

Another aspect of global competence is global leadership, or global leadership. This is because global leadership is the ability to set individual and collective goals for the world stage and the ability to achieve these goals for the global community. However, in terms of content, it seems unreasonable to define leadership or leader as competence while referring to ability or competency. In general, when looking at the process of understanding or approaching global competence, there are many views that mainly grasp the situation surfacing from an international perspective as the definition of global competence. However, when an individual's inner factor or an individual psycho-emotional factor is expressed outward, it can be defined as a variety of capabilities. Therefore, in order to understand global competence, it is necessary to understand whether individual psycho-emotional factors are linked to international competence that leads to actual behavior (Kim, 2022).

According to preceding studies, 'global competence' is a basic civic consciousness and competence that a globalized society must possess. Based on a clear sense of self, it can effectively communicate with others in cultural diversity, resolve conflicts and problems, and achieve peace and sustainability. It is the capacity to act together for a possible world.

2.2 Self-Competence

Human beings have a self-concept, which is the ability to distinguish their environment from their surroundings from birth. Self-development continues throughout life. In particular, in adolescence, a more sophisticated and complex self-image is built as the understanding of oneself increases. The ability to evaluate one's capabilities and qualities is also equipped. In such adolescence, happiness is felt when a certain behavior has positive results. It acts as a factor to maintain or increase activity in a specific activity. The meaning of self-competence in adolescence means the degree to which one recognizes one's existence of 'who I am' so that one can live a purpose-oriented life clearly. It refers to the ability to maintain positive attitudes and values, including physical and emotional domains of oneself, such as positive values and attitude of pursuing happiness. Such self-competence can become a factor that prevents us from overcoming our own successes or failures when we experience them. Human beings can set their direction for the future differently depending on how they implement their self-image. It can be said that self-competence is a formation factor of self-judgment value standards (Ban, 2015). Furthermore, awareness of one's life and goals and a sense of presence, realizing the importance of oneself, having a sense of moral judgment about what to do and not do, realizing respect for one's body, and preventing sexual and deviant delinquency increases in adolescence. They said that they do not repeat themselves and that the power of self-competence enables them to realize their presence in both family and society, to lead a positive life, and to cultivate active power to escape from the elements of addiction such as the internet and games (Park & Lee, 2015). When self-competence is established, it acts as a protective factor against maladjustment to home and school life by strengthening individual youth's capacity, and has psychological leeway for attitudes and beliefs toward oneself, thus allowing them to take a concrete direction in life goal setting and self-realization decide the action.

Looking at scholars' definitions of self-competence, Berger (2000) defined not only the behaviors of personal knowledge, attitudes, and skills but also the power to gain a sustainable competitive advantage in an organization in connection with high performance, the ability to obtain cooperation from others, and what role. In terms of performance, it was defined as the intrinsic characteristics of an individual related to effective and excellent performance and the ability that includes what an individual should know and be able to do to achieve desired goals and performance. Harter (1982) described the characteristics of an individual used to successfully fulfill a role in life, the characteristics possessed by the individual and demonstrated performance ability, the knowledge that satisfies the necessary requirements in a particular situation, expertise in skills and personal characteristics, and the ability to be relevant in social situations. It is defined as the ability to achieve social goals of appropriate behavior as a developmental method.

Guion (1991) asserts that, it generally appears in a variety of situations as an internal characteristic of an individual, and creates and forms the ability to think and act for a relatively long time, perform special tasks and achieve development goals, and simply 'can'. Furthermore, it was defined as a character trait that affects effective adaptation by an individual's ability to influence the environment through efficient behavior and successful adaptation, meaning that it should bring continuous growth in competition with anyone.

Harter (1986) said that emotions, values, reflections, communication, knowledge, skills, and clinical reasoning in everyday care are used with judgment and practiced in daily life.

Jang (2011) suggests that adolescents' self-competence is the successful performance of their daily life as well as social and professional life in a knowledge-based society, leading to general learning, identification of the causes of problems, and critical thinking about problems, persuasion, and conflict with others. It is the ability required

throughout life such as solving problems, and it is a subjective concept of value judgment belief that adolescents consider themselves valuable. In addition, self-competence is a positive evaluation as a comprehensive self-value existence, and everyone wants to be recognized and respected by others. It is said that this is a subjective evaluation made by adolescents themselves and that it is an attitude of having faith in themselves even when faced with society after graduation.

2.3 Interpersonal Skills

Competence can be defined as internal and external competencies that an individual must have to successfully solve and satisfy various needs and problems required in various environments. Since competency could be measured, improved, and developed through education and training or various activities, it has potential for development if it provides an environment for capacity building and puts effort into it.

Based on the meaning of these competencies, if we look at the meaning of interpersonal competence, interpersonal competency is an individual's ability to adapt to facilitate interpersonal relationships and to form and maintain positive relationships. It can also be defined as the ability to comfortably maintain behavioral connections without difficulty (Jeon, 2012).

In this regard, Kwon & Kim (2009) found that interpersonal competence is the ability to infer other people's mental states, understand various human emotions, develop appropriate coping styles, and always maintain cooperation within organizations and groups. It was confirmed that the ability to implement leadership is based on interpersonal competence and to express conflict resolution and negotiation skills. This means that if you have interpersonal skills, you can create a synergistic effect in demonstrating leadership and resolving conflicts.

The formation of smooth interpersonal relationships has a positive effect on desirable growth such as personal character development, the establishment of a sense of identity, sound personality development, self-formation, sense of achievement, and happiness. However, can also cause emotional difficulties such as alienation and psychological pathologies such as schizophrenia (Kim, 2017). As such, interpersonal competency can be said to be an important factor that not only determines the correct growth of an individual but also has a decisive influence on happiness and unhappiness in life and success or failure in life.

The adolescent period, in particular, is a period of identity confusion, and there are many goals to achieve physical and mental harmony while experiencing confusion. Therefore, they want to participate in activities that can satisfy social acceptance, autonomy, and sexual identity, and they want to be popular with their peers during this period. Therefore, schools should perform the socialization function for young people who spend most of their time at school since what is important at this time is the ability to adapt to society. Ultimately, it is necessary to establish a sense of self-identity in adolescents and cultivate responsibility and ability as human beings necessary for society through interpersonal relationships and self-awareness approaches. Through interaction with teachers and parents, adolescents acquire the knowledge, skills, and attitude values necessary to become members of society, and through this, they develop social skills (Hwang & Kim, 2013). Furthermore, adolescents recognize themselves, get to know the social structure, and learn what it means to be accepted and rejected by a group by socializing with friends. Therefore, friendships play an important role in the cognitive, social, and emotional development of adolescents, and serve as an important source for developing successful interpersonal relationships and living a happy life as healthy members of society (Song et al., 2010).

It can be said that interpersonal skill is a necessary element to become a global leader with a sense of solidarity. Therefore, interpersonal relationship skill is an important variable that can strengthen global competence in research related to international exchange. It can act as an important factor for predicting changes in global citizenship and collective competence.

3. Research method

3.1 Research Subject and Analysis Method

Subjects of this study were high school students residing in K city, Gyeonggi-do, Korea. A total of 260 questionnaires were distributed and 12 questionnaires with insincere responses were excluded from this study. Participants were informed in advance that this questionnaire was used only for research purposes and that personal information would not be used and responses were induced.

The data were collected using a survey method, and the collected data were subjected to descriptive statistical analysis and correlation analysis using the IBM SPSS (Statistical Package for the Social Science) 21 program.

T-test and one-way analysis of variance (One-way Anova) were performed, which is a test of the mean difference, to examine the difference. Table 1 shows the demographic data of the study subjects.

Table 1. Demographic Data of Study Subjects

	Division	Number of respondents (persons)	Percentage(%)
Gender	Male	123	49.6
	Female	125	50.4
Academic performance	Awards (grades 1 to 3)	101	40.7
	Intermediate (grades 4 to 6)	137	55.2
	Lower (grades 7 to 9)	10	4.0
Talk time with parents	Do not do it very often	5	2.0
	Less than 30 minutes	50	20.2
	More than 30 minutes and less than 1 hour	103	41.5
	More than 1 hour and less than 2 hours	59	23.8
Parents' education	More than 2 hours	31	12.5
	Less than middle school	-	-
	Less than high school	25	10.1
	Less than a college graduate	171	69.0
Experience participating in international cooperation activities	Graduate school (master's, doctoral)	52	21.0
	Have	57	23.0
	None	191	77.0
	Sum	248	100

4. Research Results

4.1 Descriptive Statistics

Global citizenship competencies were divided into global competencies, self competencies, and interpersonal competencies to investigate the factors that affect the level of global citizenship awareness based on the abilities of young people. The mean, standard deviation, minimum, maximum, skewness, and kurtosis were calculated and presented in Table 2 to find out the general trend of each variable. The average of each variable is global competency $M=3.950$ ($SD=.569$), self-competence $M=3.528$ ($SD=.668$), and interpersonal competency $M=4.255$ ($SD=.458$). It was confirmed that the standard skewness of all measurement variables was within ± 2 and the standard kurtosis was within ± 7 , forming a normal distribution.

Table 2. Descriptive Statistics

Variable	Mean	Standard Deviation	Minimum	Maximum	Skewness	Kurtosis
1. Global competency	3.950	.569	1.67	5.00	-.806	.632
2. Self-competence	3.528	.668	1.50	5.00	-.123	-.278
3. Interpersonal skills	4.255	.458	2.67	5.00	-.922	.519

4.2 Correlation Analysis

In this study, the correlation between each variable was analyzed and the results are presented in Table 3. All correlations between variables showed positive (+) correlations, and various correlations ranged from .288 to .499.

Global Competency showed a positive correlation with Self-Competence, with a correlation coefficient of .499** ($r = .499$ **, $p < .01$). It also showed a positive correlation with interpersonal skills, with a correlation coefficient of .416** ($r = .416$ **, $p < .01$).

Self-Competence showed a low but significant correlation with Interpersonal Skills, with a correlation coefficient of .288** ($r = .288$ **, $p < .01$).

Table 3. Correlation Analysis

Variable	1	2	3
1. Global competency	1		
2. Self-competence	.499**	1	
3. Interpersonal skills	.416**	.288**	1

**p<.01, *p<.05

4.3 Global Citizenship Survey Analysis Results

4.3.1 Global Competency

Table 4 shows the mean and standard deviation of questions related to global competency according to the characteristics of independent variables of high school students.

Table 4. Global Competency According to the Characteristics of Independent Variables

	Division	Mean	Standard Deviation	F	P
Gender	Male	3.858	.634	6.609	.011*
	Female	4.041	.482		
Academic performance	Awards (grades 1 to 3)	4.005	.564	.793	.453
	Intermediate (grades 4 to 6)	3.911	.571		
	Lower (grades 7 to 9)	3.933	.605		
Talk time with parents	Do not do it very often	3.567	.732	2.504	.043*
	Less than 30 minutes	3.860	.622		
	More than 30 minutes and less than 1 hour	3.895	.581		
	More than 1 hour and less than 2 hours	4.105	.508		
Parents' education	More than 2 hours	4.048	.456	.492	.612
	Less than middle school	-	-		
	Less than high school	3.853	.650		
	Less than a college graduate	3.952	.545		
Experience participating in international cooperation activities	Graduate school (master's, doctoral)	3.990	.609	2.411	.122
	Have	4.053	.467		
	None	3.920	.593		

*p<.05

As a result of examining the global competency according to the characteristics of the independent variables of adolescents, there was a significant gender difference, and female students (4.041) were higher than male students (3.858). Furthermore, when the conversation time with parents was longer than 1 hour (4.105) and more than 2 hours (4.048), the longer the conversation time with the parents, the higher the formation of competency for each language (p<.05).

4.3.2 Self-competence

The mean and standard deviation of the questions related to self-competence according to the characteristics of the independent variables of adolescents are as follows Table 5.

As a result of examining students' self-competence according to the characteristics of independent variables, it was found that students who had participated in international cooperation activities had higher self-competence than those who did not participate in international cooperation activities. As a result of examining the fields of participation in international cooperation activities, 43.9% of overseas dispatch volunteers, 29.8% of support from related organizations, 22.8% of campaign participation, and 3.5% of others (p<.05).

Table 5. Self-competence According to the Characteristics of Independent Variables

	Division	Mean	Standard Deviation	F	P
Gender	Male	3.506	.700	.267	.606
	Female	3.550	.636		
Academic performance	Awards (grades 1 to 3)	3.584	.691	.599	.550
	Intermediate (grades 4 to 6)	3.491	.652		
	Lower (grades 7 to 9)	3.475	.661		
Talk time with parents	Do not do it very often	3.700	1.006	.344	.848
	Less than 30 minutes	3.475	.625		
	More than 30 minutes and less than 1 hour	3.502	.695		
	More than 1 hour and less than 2 hours	3.593	.665		
Parents' education	More than 2 hours	3.548	.614	2.017	.135
	Less than middle school	-	-		
	Less than high school	3.360	.468		
	Less than a college graduate	3.510	.646		
Experience participating in international cooperation activities	Graduate school (master's, doctoral)	3.668	.792	5.624	.018*
	Have	3.711	.651		
	None	3.474	.664		

*p<.05

4.3.3 Interpersonal Skills

Table 6 shows the mean and standard deviation of questions related to interpersonal competence according to the characteristics of independent variables of high school students.

Table 6. Interpersonal Competence According to the Characteristics of Independent Variables

	Division	Mean	Standard Deviation	F	P
Gender	Male	4.180	.507	6.740	.010*
	Female	4.328	.382		
Academic performance	Awards (grades 1 to 3)	4.310	.460	2.018	.135
	Intermediate (grades 4 to 6)	4.229	.454		
	Lower (grades 7 to 9)	4.050	.284		
Talk time with parents	Do not do it very often	3.867	.639	4.650	.001*
	Less than 30 minutes	4.130	.467		
	More than 30 minutes and less than 1 hour	4.222	.482		
	More than 1 hour and less than 2 hours	4.331	.376		
Parents' education	More than 2 hours	4.484	.314	.404	.668
	Less than middle school	-	-		
	Less than high school	4.213	.383		
	Less than a college graduate	4.247	.455		
Experience participating in international cooperation activities	Graduate school (master's, doctoral)	4.301	.483	.114	.735
	Have	4.237	.494		
	None	4.260	.442		

*p<.05

As a result of examining students' interpersonal competence according to the characteristics of independent variables, female students (4.328) were higher than male students (4.180), showing a significant difference by gender. In addition, it was found that the longer the conversation time with the parents, the higher the interpersonal ability ($p < .05$).

4.4 Factor Analysis

A total of 260 questionnaires were distributed, of which 248 copies were used for analysis, excluding those with insincere responses. Table 7 shows the characteristics of the questionnaire used in this study.

Table 7. Configuration of Measurement Tools

Division	Researcher of the referenced tool	Question Content	Number of Items	Cronbach's Alpha
Global Competency	<ul style="list-style-type: none"> • Park (2015) • Do (2015) • Na (2016) • Duarte & Anthony (2011) 	<ul style="list-style-type: none"> • I believe that members of the world should work together to solve common global problems such as the global environment, world peace, hunger, and war. • I have a will to help make dreams come true so that everyone in the world can develop together. • I try to recognize various ways to solve the world's common problems. • I am willing to participate in the activities of civic groups dealing with common global problems. • I try to accept unfamiliar cultures with an open mind. • I try to purchase fair trade products whenever possible. (Fairtrade products: products certified according to the Fair Trade Act) • I am confident that I can adapt to any culture or country. • I know how to develop the world to alleviate global environmental and social problems. 	6	.710
Self-competence	<ul style="list-style-type: none"> • Jang (2011) • Sun (2019) • Yom (2017) 	<ul style="list-style-type: none"> • I know of a few ways I can make a difference on some of the world's most worrisome issues. • I can raise interest by sharing with others about global issues that I am concerned about. • I have someone to discuss personal matters with. • I am sincere when I talk to either colleagues or close people. • I listen to other people's opinions accurately and express my opinions clearly. 	4	.886
Interpersonal Skills	<ul style="list-style-type: none"> • Jeon (2012) • Kim (2017) • Yom (2017) 	<ul style="list-style-type: none"> • When I talk to someone, I consider the other person's thoughts and feelings. • I help group members cooperatively carry out tasks. I share the group's vision and, together with the leader, play a practical role in achieving goals. • I share the vision of the group and, together with the leader, play a practical role in achieving goals. 	6	.871

5. Discussion

In our society today, due to the rapid change of globalization, the whole earth is closely related to each other. The problem of sustainable development cannot be solved by the existing national category. Accordingly, global citizenship is required to cope with rapidly changing situations and solve problems independently. Global citizenship is the ability to realize that one is a citizen of one country. At the same time, a global citizen pursues universality and diversity, with the ability to view problems as a member of a global society and faithfully fulfill one's roles and responsibilities. It also tries to solve global problems by generously dealing with cultural differences. It refers to the ability to practice in a desirable direction. Youth living in this era of globalization must go beyond the concept of a nation and help the world become their own stage, broaden their horizons, and help them grow into talented people who can make their voices heard in the world.

Compared with the past, the younger generation, that is, the youth's interest in international issues, has grown a lot. They are not only interested in international issues, but also interested in issues and seeking ways to solve problems by taking the initiative. As such, young people are making many attempts to act as subjects in the world and have their voices heard. To help young people develop and grow into a force that leads globalization, it is increasingly necessary to conduct research that presupposes the morality and practical necessity of being a global citizen.

6. Conclusion

The objective of this study is to inspire global citizenship and to find the direction of education for the youth who will become the masters of the future society through a survey on the level of global citizenship among young people. Based on previous research, the competencies required as a global citizen were divided into three categories: global competence, self-efficacy, and interpersonal competence. Based on this, gender, academic performance, conversation time with parents, parent's educational background, and experience of participating in international cooperation activities were selected as independent variables, which correspond to the individual backgrounds of adolescents, and global citizenship competency was used as the dependent variable. Factors affecting youth's global citizenship were analyzed through empirically analyzing the relationship.

The research results analyzed based on the research hypothesis are summarized as follows:

First, there will be differences in global citizenship according to gender.

In terms of global competency and interpersonal competency, according to gender, it was confirmed that female students showed higher global citizenship than male students. Such a phenomenon must have had a positive effect on global competence and interpersonal competence because female students had higher positive and confident attitudes than male students and viewed social phenomena with interest and interest in everything. In addition, it will be beneficial to successful interpersonal relationships through smooth communication skills and conflict control, and it will be linked to the ability to increase social competence based on global cultural acceptance and to form and maintain international networks.

Second, there will be differences in global citizenship according to academic achievements.

It was found that academic performance did not affect global citizenship.

The effect of academic performance may depend on the degree to which students are aware of the learning content covered in school. Currently, the representative data that can measure the level of awareness of students' learning content is academic achievement. High school academic performance serves as an important criterion for selecting new students to the extent that most universities have adopted them as admission data. However, it can be said that the effectiveness has with a minimal effect on academic performance since education or activities for cultivating global citizenship tend to take the form of civic education outside of school.

Third, there will be differences in global citizenship depending on the educational background of the parents.

It was found that parents' educational background did not affect students' global citizenship.

This phenomenon obtained a different conclusion from the study of Park & Park (2016), which showed that parental education level significantly affects children's global citizenship. In this study, the educational background of parents is information obtained directly from the students through the questionnaire, however, in Park & Park (2016) study, there is a difference in that the questionnaire was limited to parents of volunteer groups rather than various subjects. Therefore, it suggests that there may be differences in global citizenship depending on specific subjects. A study by Song et al., (2022) suggested that the more parents are interested in politics and society, the more frequently they have conversations about international issues with their parents, and the higher the global citizenship awareness of

adolescents. These results show that, parents' influence on the development of observance of social order, respect for the public interest, and performance of global citizenship rights and duties, especially in the social realm, are among the areas where education at home affects the growth of adolescents regardless of the parent's educational level because it emphasizes the role. Therefore, it was found that the educational background of parents does not act as a factor influencing the personality, value formation, and behavior of adolescents.

Fourth, there will be a difference in global citizenship depending on the time you spend talking with your parents. Conversation time with parents was found to affect global competence and interpersonal competence. It can be seen that the longer the conversation time with the parents, the greater the understanding of others and the establishment of correct values for looking at society. Furthermore, the conversation time with the parents can develop into a global capacity to effectively communicate with others in diverse cultures, resolve conflicts and problems, and act together for a peaceful and sustainable world. In addition, it will be extended to interpersonal competence that can infer other people's mental states based on interactions with others and can understand various human emotions along with personal growth that starts from relationships with family (Lee, 2010).

In other words, the family is the most important organ in the process of human socialization and is a basic element of society. It can be said that process factors such as interactions with parents at home, parental values, and parenting methods have a profound influence on the personality and behavior of adolescents.

Fifth, there will be differences in global citizenship depending on the experience of participating in international cooperation activities.

It was found that students with experience of participating in international cooperation activities had higher self-efficacy than those who did not.

Young people's overseas dispatch volunteer activities, sponsorship of related groups, and participation in campaigns make them feel happy when the result of an action is positive and act as a factor to increase participation in a specific activity. Through this, he recognizes his presence as 'who am I', is aware of whether he can lead a purposeful life, and maintains a self-directed life with his inner strength to create positive values and happiness in his future.

They will grow as they develop their self-competence to maintain positive attitudes and values, including the physical and emotional domains of themselves, such as the attitude of pursuit (Berger, 2000; Sun, 2019).

Lastly, modern society is rapidly changing, and a large amount of knowledge and information is pouring out. According to the changing reality, the human image required by society is also gradually changing. The human image required by modern society requires people who are more creative than others and who have various ideas to solve problems from a new perspective in various problem situations and who can create a new culture to actively cope with society (Kwon, 2004). Social interest in adolescents, in particular, has changed according to specific times and social cultures. In the future, in the 21st-century knowledge and information society, various support measures should be sought so that young people can grow into critical citizens who can contribute to change in the world, and society should put a lot of effort into nurturing youth to nurture talents that match this.

As an alternative to this, Hoskins et al., (2012) study on the measurement of civic competence also emphasized the importance of civic groups and youth organizations' roles as messengers in civic education was said to be possible. Crick (2002) emphasized the form of education as a way to expand global citizenship and argued that school education should be the center, but still mentioned the importance of participation in the local community. That is, it should be addressed through youth activities, emphasizing that civic education should be provided omnidirectionally, both in and out of school. It is said that the effect of civic education for cultivating civic competence can be maximized when it is carried out in schools and all fields outside the school.

If you do not develop your own civic competence along with civic education during adolescence, it is difficult to have more opportunities after becoming an adult. Education must be provided as a youth activity both in school and out of school.

Global citizenship of youth is a way of expressing the sense of global community. It can be defined as the desirable qualities and abilities that members of the global civil society should have during adolescence. There is room for interpretation with different meanings depending on the concept of consciousness and citizenship. Taking this into consideration, youth citizenship can be defined as the attitude, practice, knowledge, and problem-solving ability to contribute to the public good as a necessary citizen to accept democratic values and become a member of a society where human dignity is realized. Therefore, youth citizenship is formed in the process of political learning. Such learning is closely related to the social context because it is centered on media existing in the existing society such as home, school, and mass media.

Reasons why the need for education for global citizenship is increasing include the following. First, interest in global citizenship education has increased due to the spread of mutual exchange, interdependence, and global crisis. As boundaries between borders and regions are being broken down, interdependence at the global level has increased. Thus, it is important to educate people to have interest in various problems of the global village and solve them cooperatively as members of the global community. Second, education for cultivating new global citizenship is required by reflecting and reexamining existing global citizenship education, that is, civic education based on neoliberalism or civic education based on Western-centered globalism.

In this way, mankind is accompanied by various global problems that must be solved jointly. This is not a problem limited to some, but a task given to all of mankind. In particular, the value and role of education in carrying out such a task are being emphasized more than ever.

As a limitation of this study, it is difficult to generalize contents of this study because this study was conducted with some students in a specific area. In future research, various variables other than the three variables selected in this study should be selected.

References

- Ban G. W. (2015). *A Study on the Ecological Factors of Influencing on Adolescent's Activity Competency*. The Graduate School, Myongji University, Seoul Korea.
- Bauman Z. (2000). *Liquid Modernity*. Cambridge: Polity.
- Berger R. S. (2000). *A Study of the Self-Perceptions Children with Familial Dysautonomia, the Severity of Their Familial Dysautonomia, and the Childrearing Attitudes of Their Parents* [Doctoral Dissertation]. New York University: USA.
- Brustein W. (2003). *Personal Communication*. Pittsburgh, Pennsylvania.
- Crick B. (2002). The Presuppositions of Citizenship Education. *The Journal of Philosophy of Education Society of Great Britain*, 33(3), 337-352. <https://doi.org/10.1111/1467-9752.00141>
- Do S. J. (2015). *The Effect of Problem-Based Learning Applied Sustainable design Class on Developing Global Citizenship: Focusing on Middle school second Grader*. The Graduate School of Education Ewha Womans University.
- Duarte B. M., & Anthony C. O. (2011). Initial Development and Validation of the Global Citizenship Scale. *Journal of Studies in International Education*, 15(5), 445-466. <https://doi.org/10.1177/1028315310375308>
- Guion R. M. (1991). *Personnel Assessment, Selection and Placement. Handbook of Industrial and Organizational Psychology*. CA: Consulting Psychologists Press.
- Habermas J. (1992). Citizenship and national identity: Some reflection on the future of Europe. *Open praxis: The bulletin of the international Council for Distance Education*, 12(1), 1-19.
- Han A. R. (2018). The Effect of Parental Life Satisfaction, Positive Parenting, Self-esteem on Adolescents' Life Satisfaction: A Comparison between Low-Income and Ordinary-Income of the Households. *Korean journal of youth studies*, 25(5), 1-24. <http://dx.doi.org/10.21509/KJYS.2018.05.25.5.1>
- Harter S. (1982). The Perceived Competence Scale for Children. *Child Development*, 53, 87-97. <https://doi.org/10.2307/1129640>
- Harter S. (1986). The Determinant and Mediation Role of Global Self-worth in the Children. In Eisenberg (Eds.), *Contemporary Topic of Developmental Psychology*.
- Heater, D. B. (2003). *A History of education for citizenship*. London: Routledge. <https://doi.org/10.4324/9780203609187>
- Hett E. J. (1993). *The Development of an instrument to measure global-mindedness* [Unpublished Doctoral Dissertation]. University of Sandiego, USA.
- Hoskins B., Janmaat J. G., & Villalba E. (2012). Learning citizenship through social participation outside and inside school: An international, multilevel study of young people's learning of citizenship. *British educational research journal*, 38(3), 419-446. <https://doi.org/10.1080/01411926.2010.550271>

- Hunter W. D. (2004). Got global competency. *International Educator*, 13(2), 6-12.
- Hwang Y. J., & Kim K. K. (2013). Determinants of the Ability to Live in Harmony with Others of High School Students: Focusing on the Effects of Social Capital. *The Korea educational review*, 19(1), 61-86.
- Jang Y. S. (2011). *A Study on the Effects of Creative Animation Program in Youth Activity Ability*. The Graduate school, Myongji University.
- Jeon M. S. (2012). *A Study on the Development and Effectiveness of Youth Interpersonal Relationship Competency Program*. The Graduate School, Myongji University, Seoul Korea.
- Kang I. A., Jin S. M., & Yeo H. S. (2014). Exploring the possibility of e-PBL as a Pedagogy for Enhancing the Core Competences of Learners in the 21st Century. *The Journal of Learner-Centered Curriculum and Instruction*, 14(4), 331-363.
- Kelleher A., & Klein L. F. (2006). *Global perspectives: A handbook for understanding global issues* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Kim D. G., & Kim D. C. (2014). An Analysis of the Relationship between Volunteer Activity and Citizen Participation in Human Services: Focusing on Mediator of Social Capital. *The Korean Journal of Local Government Studies*, 18(1), 243-265.
- Kim J. H. (2020). The Institutionalization of Global Citizenship Education as a Global Policy Agenda. *Journal of Education for International Understanding*, 15(2), 47-95. <https://doi.org/10.35179/jeiu.2020.15.2.47>
- Kim N. J. (2017). *Analysis of Structural Relation between Youth participation and Social responsibility-In view of Social trust and interpersonal competency*. The Graduate School, Chung-Ang University.
- Kim Sahun. (2022). A Study on the High School Credit Recognition Process for Out-of-School Learning Experiences. *Asia-pacific Journal of Convergent Research Interchange*, 8(4), 117-126. <http://dx.doi.org/10.47116/apjcri.2022.04.11>
- Kim W. J. (2012). The Effect of Family Background and School Experience on the Formation of Citizenship during Adolescence. *Studies on Korean Youth*, 23(1), 201-222.
- Kim Yun-Jeong & Park Se-Hun. (2022). A study on the Improvement of the Industry-academic Adjunct Teacher System and the Satisfaction Improvement Plan of Military Specialized High Schools. *Asia-pacific Journal of Convergent Research Interchange*, 8(1), 111-123. <http://dx.doi.org/10.47116/apjcri.2022.01.09>
- Kwak M. J., & Moon S. Y. (2010). A Study on Impact Factors of Civil Consciousness: Focusing on Youths' Participation to Voluntary Activities, Career Maturity and Stress. *Civil society & NGO*, 8(2), 111-141.
- Kwon I. N. (2015). A Study on the Global Competencies of International Workcamp Participants. *Korean Journal of Youth Studies*, 22(2), 367-387.
- Kwon I. N., & Kim T. K. (2009). A Study on the Development of Competency Factors throughout the Youth Activity. *Journal of Future Oriented Youth Society*, 6(3), 67-89.
- Kwon W. (2004). *A study on the democratic citizenship of middle school students*. The Graduate school of, Ewha Womans University, Seoul Korea.
- Kymlica W. (1995). *Multicultural citizenship*. Clarendon Oxford.
- Lee M. W. (2010). *A Study on the Democratic Citizenship of Middle School Student*. The Graduate School of Education Pukyong National University.
- Lee Y. J. (2016). The Necessity of Practical Solidarity and We-intention to Based on Global Citizenship Education. *Journal of Institute for Social Sciences*, 27(1), 225-245. <http://dx.doi.org/10.16881/jss.2016.01.27.1.225>
- Na H. Y. (2016). *The Effect of Sustainable design Classes Applying the LT model of Cooperative Learning on the Cultivation of World citizenship: Focusing on High School sophomore*. The Graduate School of Education, Ewha Womans University.
- Oxfam. (2015). *Education for global citizenship: A guide for schools*. London England: Oxfam.
- Park E. J. (2015). *Study on global citizenship of elementary school students*. The Graduate School of Social Education, Myongji University.

- Park H. B., Yoo N. Y., Jang S. J., & Yu H. Y. (2016). An analysis of the factors affecting the adolescent's global citizenship. *Korean Journal of Comparative Education*, 26(4), 31-53. <https://doi.org/10.20306/kces.2016.26.4.31>
- Park H. N., & Lee C. S. (2015). Mediating Effects of Institution Trust and Activity Commitment between Youth Institution Satisfaction and Activity Competence: Focus on Structural Equation Model. *Indian Journal of Science and Technology*, 8(S7), 345-351.
- Park K. H., & Park H. B. (2016). An Exploratory Study on the Factors Influencing Global Citizenship in Adults. *Global Studies Education*, 8(4), 3-31.
- Park S. W., & Woo H. J. (2015). The Development of a High School Multicultural Education Programme Textbook for the Cultivation of Multicultural Citizenship. *Korean Journal of youth studies*, 22(1), 127-144.
- Song B. C., Kim M. K., Oh C. S., Shin S. J., Han J. A., & Kim S. J. (2022). Changes in the Global Citizenship of Participants in Overseas Volunteer Activities for University Students. *Journal of The Korean Society of Integrative Medicine*, 10(1), 157-168. <https://doi.org/10.15268/ksim.2022.10.1.157>
- Song Y. M., Lee H. C., & Oh S. H. (2010). The Longitudinal Study on Impact Factors and Change of Peer Relationship of Elementary School Students in Korea. *The Journal of Elementary Education*, 23(1), 65-86.
- Spencer L. M., & Spencer S. M. (1993). *Competency at work: Models for super performance*. New York, NY: Jahn Wiley & Sons, Inc.
- Sun K. S. (2019). *Structural Relationship Analysis in Adolescents' Life Stress, Self Competence, Social Competence and Self-efficacy*. The Graduate School of Cheongju University.
- Sung Y. K. (2010). A Theoretical Discussion on Universal Core Elements and Korean Distinctiveness in Global Citizenship Education. *The Journal of Korean Education*, 37(2), 109-130.
- UNESCO. (2013). *Global citizenship education: An emerging perspective*. Paris, France: UNESCO.
- Yom J. S. (2017). *A Study on the Impacts of International Workcamp on Youth's Global Competence Development*. The Graduate School of Public Policy Hanyang University.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).