

Global Citizenship Development: Effects of Study Abroad and Other Factors

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ABSTRACT

The present study examined the development of global citizenship traits in undergraduate students at a liberal arts college in Southern California. Two hundred and sixty-eight students participated in a survey that measured their global citizenship traits. Using a cross-sectional correlational design, the study examined the experience and development of the students as they strive to become global citizens. The results indicated that students face challenges and a sense of discomfort during study abroad, but their global citizenship traits tend to improve after return. Additionally, the study explored students' perceptions of the curriculum, co-curricular activities, and campus life characteristics. The quantitative analyses suggested that the college's mandatory study abroad program offers students an opportunity to seek their global citizenship identities.

Keywords: curricular and co-curricular programs, global citizenship education, liberal arts, interdisciplinary, study abroad

INTRODUCTION

Since the late 20th century, global citizenship education has received increasingly more attention from educators and researchers (Dill, 2015). As

the world has become more interconnected than ever, educators have begun attempting to foster contributive individuals with global consciousness and competence (Dill, 2015; Jooste & Heleta, 2017; Krutka & Carano, 2016). Myers (2016) asserted that global citizenship education in higher education possesses a transformative effect that can change students' concept of citizenship in today's world. The present study focuses on global citizenship education as wholistic efforts to foster global citizenship, which is defined and examined as a way of thinking and living that manifests in one's mindsets and traits such as social responsibility (e.g., self-awareness and awareness of others) and global competence (e.g., cultural empathy, the cultivation of principled decision-making, etc.; see Green, 2012).

Assessment of Global Citizenship Education

Researchers point out that it is difficult to conceptualize global citizenship education, put its theory into pedagogical practice, and conduct a precise assessment of it (Wang & Hoffman, 2016). For instance, Aktas, Pitts, Richards, and Silova (2017) warned that credentialing global citizenship can be problematic because students may feel that they become global citizens based on credentials or degrees that they earn through global citizenship programs, not mindsets and skill sets. Scholars argue that existing literature lacks an assessment of global citizenship education (Myers, 2016; Sklad, Friedman, Park, & Oomen, 2016). Although the need for fostering global citizens in higher education is growing, educators and researchers have not yet found an effective way of providing global citizenship education and assessing its outcomes.

As a means of global citizenship education, study abroad has drawn attention from researchers. Study abroad is, as Costello (2015) described,

an academic experience where students “physically leave [their home countries] to engage in college study, cultural interaction, and more in the host country. It may include foreign language study, residing with a foreign host family, internships, and service” (McKeown, 2009, p. 12). It can range from one week to a full academic year or program. (p. 50)

A number of studies have discussed and advocated for benefits of study abroad—e.g., the most commonly known values are improving foreign language skills (Freedman, 2010; Parsons, 2010) and facilitating intercultural competence (Bilash & Kang, 2007; Deardorff, 2006). Roy (2014) advocated

that more students should participate in study abroad programs as international experiences can broaden cultural knowledge and understanding. According to the 2018 *Open Door Report* (Institute of International Education, 2018), 332,727 students studied abroad for credit during the academic year 2016–2017, an increase of 2.3% over the previous year. Cumulatively, the number has tripled over the past 20 years. The US, on the other hand, hosts the largest number of international students globally—in 2017–2018 the country hosted over one million international students (Institute of International Education, 2018).

In recent years, an increasing number of studies have examined study abroad programs and their influences on the development of global citizenship identity (Boni & Calabuig, 2017; Goulah, 2012; Larsen, 2014; Lilley, Barker, & Harris, 2015; Sklad et al., 2016; Tarrant, Rubin, & Stoner, 2014). In one such study, Sklad et al. (2016) conducted in-depth interviews with 15 participants in their college's 4-week overseas volunteer program and found that those participants gained awareness of similarities between the local people and themselves, global interconnectedness, acceptance of others' perspectives, and critical thinking. For instance, some students realized that the local people fight with their families, play games, and so forth just as the students themselves do. Others learned that action taken at a place has its influences on other part of the world. These takeaways reflect social responsibility, which Morais and Ogden (2011) considered as a component of global citizenship.

Lilley et al. (2015) investigated what aspects of study abroad programs influence students' global citizenship identities. They interviewed 21 students who had studied abroad for 6 to 12 months. Six months later, they again conducted interviews of 11 out of the 21 students. The results suggested that for students, encountering diverse others, making friends from other cultures (e.g., building friendship through shared housing), and having an influential teacher facilitated their becoming other-centered and globally minded. Thus, recent qualitative research has indicated that students feel an increased sense of self-awareness, awareness of others, interconnectedness, and intercultural competence through study abroad experiences. However, such research only examined a small number of participants (Goulah, 2012; Larsen, 2014; Lilley et al., 2015; Sklad et al., 2016). Studies with a larger sample size would further this field of study and provide data that may be generalizable.

Similarly, quantitative research also suggests that study abroad influences students' global citizenship identities. Sklad et al. (2016) measured multiple dimensions of global citizenship and assessed the oversea volunteer program. As a pre- and post-test, 15 program participants (quasi-experimental group)

and 10 non-program participants (control group) took five established scales, one of which was the Global Citizenship Scale generated by Morais and Ogden (2011). The results showed that the quasi-experimental group significantly improved on global interconnectivity measured by one of the scales and social responsibility and global competence measured by two sections that are part of the Global Citizenship Scale. Similar to the qualitative study, this study also had few participants.

In contrast, Tarrant et al. (2014) examined a large number of participants, 286 students, and investigated whether sustainability courses abroad are more likely to foster college students' global citizenship traits, operationally defined as environmental awareness, than sustainability courses offered domestically. The study findings showed a statistically significant result supporting their hypothesis. Based on the results, the researchers concluded that taking sustainability courses abroad may help university students become environmentally-conscious global citizens. However, as the researchers noted, environmental awareness is merely one dimension of global citizenship. Examining other dimensions would improve its operational definition.

Besides study abroad, recent studies have examined other aspects of university education that could foster global citizens (Trede, Bowles, & Bridges, 2013; Whitley & Yoder, 2015). In one such study, Whitley and Yoder (2015) focused on service learning and operationally defined it as three types of educational experiences (i.e., curricular civic engagement, extra-curricular civic engagement, and participation in a learning community). They administered surveys to 1,240 students out of the 37,988 total at Michigan State University and found that all three types of educational experiences positively influenced the participants' attitudes and behaviors toward political engagement and social responsibility.

Unlike other studies, Whitley and Yoder (2015) examined the university as a whole rather than a specific educational program that is designed to foster global citizens. This research is unique in that the researchers were graduate students of the university that they investigated. Their study, however, lacked the comprehensiveness of its operational definition like Tarrant et al.'s (2014). Although students' civic engagement was one dimension of global citizenship, it did not reveal whether students cared about issues beyond their immediate surroundings.

To precisely assess the outcomes of global citizenship education, both quantitative and qualitative research should examine all dimensions of global citizenship and a large number of participants. Although the literature review suggests that study abroad, curricular activities, extracurricular activities, and

civic engagement are likely to foster global citizenship identities in students, existing research has not investigated which and what possible aspects of global citizenship education are more likely to contribute to such end. To fill the gap in the existing literature, the present study thus examined global citizenship education by a university as a whole while focusing on both its curriculum and co-curricular activities in order to answer the questions related to the development of specific global citizenship traits as well as students' perceptions of the programs offered (see *Present Study* for more details). The university studied is described below.

Global Citizenship Education at Soka University of America

The Mission of the University

Soka University of America (SUA), a liberal arts college and graduate school located in Southern California, strives to “foster a steady stream of global citizens committed to living a contributive life” (SUA, n.d.-g). Its founder, Daisaku Ikeda, explained this mission by introducing three stages of human development, which are “dependent, self-reliant, and contributive modes of living”:

A dependent life is one of reliance on the authority and capabilities of others, in which one makes little or no effort to think or act for oneself. It is, in other words, a condition of spiritual laziness. A person who lives in a self-reliant manner may have a clearly defined sense of self and creed, but is prey to alienation and self-aggrandizement. A person who lives a contributive life neither relies on external authority nor lapses into arrogance. In a contributive life, the prime motivation is to contribute to the lives of others and to the realization of their happiness. (1994, p. 1)

This statement suggests that one of SUA's core values is mindset development through which students become thoughtful and contributive individuals.

The other important element in the SUA mission statement is global citizenship. Ikeda (2010) argued that global citizens have three essential elements:

The wisdom to perceive the interconnectedness of all life and living.

The courage not to fear or deny difference, but to respect and strive to understand people of different cultures and to grow from encounters with them.

The compassion to maintain an imaginative empathy that reaches beyond one's immediate surroundings and extends to those suffering in distant places. (pp. 112–113)

The three essential elements of global citizens suggested by Ikeda (2010) seem to be congruent with social responsibility and global competence as defined by Morais and Ogden (2011). Social responsibility entails awareness of social inequalities and concern for others and environment, which comes from compassion. It also means the recognition of local and global interconnectedness, which corresponds to wisdom as defined by Ikeda (2010). Global competence is also congruent with wisdom because it consists of the knowledge of world events and issues. In addition, it means being willing and able to engage in intercultural situations and possession of intercultural communication skills, which are the embodiment of courage. Thus, based on Ikeda's (2010) conceptualization of global citizenship, the present study considered social responsibility and global competence to be the traits of global citizens.

Global Citizenship Education Programs at SUA

SUA aims to produce global citizens with a strong sense of personal responsibility through the entire university curriculum and co-curricular activities rather than through a specific educational program. Based on the abovementioned concept of global citizenship, SUA upholds four institutional learning outcomes (ILOs), one of which is to “become globally educated” (SUA, n.d.-h). The academic program aims to foster “through integrative learning, active and informed global citizens” (SUA, n.d.-c). Through its liberal arts curriculum, the university practices “an interdisciplinary approach to learning, one that is more reflective of global thinking” (SUA, n.d.-f). Besides regular academic courses, a Learning Cluster also offers students an opportunity to be globally educated. A Learning Cluster is a research seminar that takes place during Winter Block (3.5 weeks in January). It allows students to work in small teams with faculty, conduct research, and suggest solutions for local and global issues. One of the learning outcomes is “to develop skills and awareness as concerned and engaged global citizens” (SUA, n.d.-e).

Another characteristic of the curriculum is a mandatory study abroad program. It requires both domestic (U.S.) students and international (F-1 visa) students to study abroad for one semester during their third year. SUA is the

first American liberal arts college to require study abroad for graduation. According to Goulah (2012), Ikeda “sees language learning and cultural exchange as curricular means for awakening to the wisdom, courage, and compassion” (p. 62). The mandatory study abroad program reflects SUA’s efforts to achieve the mission of fostering global citizens.

The global citizenship characteristics of SUA are also manifested in its diverse student body with approximately 60% domestic and 40% international students. It is also diverse in terms of culture, ethnicity, gender, and socioeconomic status. Among national liberal arts colleges in the US, SUA has been annually ranked number one in the foreign student factor and number two in ethnic diversity (SUA, n.d.-d). In addition, SUA’s all-residential environment encourages students to learn from each other and build a harmonious community. For instance, a first-year student is assigned to room with another first-year student who has a different national and/or cultural background. Residential Assistants and Residential Life staff host floor and whole-dormitory gatherings several times a semester, facilitating interactions among residents. Given many opportunities to communicate and interact with diverse others and engage in their community activities, students learn to live in harmony and develop their leadership and communication skills (SUA, n.d.-a).

Student activities such as student clubs (e.g., volunteer groups on local and global issues, ethnic dance clubs, and human rights advocacy clubs) and student organizations (e.g., student government and school magazine editorial committee) also facilitate the interactions within the diverse student body. Some of the learning outcomes of the student activities are “to develop awareness and understanding of local/regional/global issues” and “to develop their cultural competency by identifying their individual biases, embracing human diversity, and valuing differences” (SUA, n.d.-b). Although such activities are voluntary, most of the students engage in at least one of them. Students can take a leadership position for their respective classes and club activities, join clubs, participate in the Alternative Spring Break activities, and so forth. The Office of Student Activities also organizes and supervises campus events. Professionals from distinct fields give students talks on various topics, such as sustainability, social justice, and international issues. In addition, the Soka Performing Arts Center hosts various cultural music concerts and talks by distinguished guests addressing issues related to global citizenship.

PRESENT STUDY

The past research has suggested that study abroad is likely to foster global citizens in higher education settings (Bilash & Kang, 2007; Deardorff, 2006; Freedman, 2010; Parsons, 2010; Roy, 2014). However, one critical deficit of the past research is that many studies have used a limited definition of global citizenship. As discussed above, although the existing literature addresses specific programs or curricular and co-curricular activities (Bilash & Kang, 2007; Costello, 2015; Deardorff, 2006; Freedman, 2010; Parsons, 2010; Roy, 2014; Tarrant et al., 2014; Trede et al., 2013), it rarely examines university education as a whole by researching both a university curriculum (e.g., a study abroad program and academic courses) and co-curricular activities (e.g., community learning experiences). The small number of study participants is also a rampant problem in this research field. The present study thus attempted to focus on the development of global citizenship, by including a large number of participants, and examined how SUA (as presented above) develops global citizenship traits in its undergraduate students.

Using a cross-sectional correlational design, the first part of the present study investigated the experience and development of SUA students as they strive to become global citizens. The literature review, as given above, indicates that study abroad is an effective means to develop global citizenship traits and that SUA achieves its mission. Accordingly, it was hypothesized that:

1. *Time spent at SUA predicts a level of global citizenship development.* More specifically, the number of years spent at SUA will be positively correlated with a level of global citizenship traits.
2. *Study abroad experiences predict a high level of global citizenship development.* More specifically, (a) students who have completed the SUA study abroad program are likely to demonstrate a higher level of global citizenship traits than students currently on the SUA study abroad program, and (b) students currently on the SUA study abroad program are likely to demonstrate a higher level of global citizenship traits than students who have not yet participated in study abroad.
3. *The status as international student predicts a high level of global citizenship development.* More specifically, students enrolled as F-1 visa students at SUA are likely to demonstrate a higher level of global citizenship traits than domestic students.

Additionally, the present study explored students' assessment of and perceptions toward the curriculum, co-curricular activities, and campus life characteristics. Specifically, it examined how, if at all, the SUA curriculum, co-curricular activities, and campus life characteristics facilitate the development of students' global citizenship traits.

METHOD

Participants

Participants were SUA students enrolled in the undergraduate program as of January 2018. Prior to the launch, plans and procedures associated with the study were reviewed and approved by the university's Institutional Review Board.

The 268 participants consisted of 84 males (31.3%), 178 females (66.4%), and six students who selected "prefer not to answer" (2.2%). In terms of expected graduation year, the sample was comprised of 70 students from the class of 2021 (26.1%), 63 from the class of 2020 (23.5%), 76 from the class of 2019 (28.4%), and 59 from the class of 2018 (22.0%). Similar to the demographics of the whole student body, 158 domestic students (56.0%) and 116 international students (43.3%) participated in the study. Two students (0.7%) indicated "prefer not to answer" whether they were domestic or international. As for study abroad experience, 158 (59.0%) had not yet participated in SUA's mandatory third-year semester study abroad (i.e., first- and second-year students), 22 (8.2%) were currently on study abroad, and 88 (32.8%) had completed the program. All the participants were 18 years or older. The demographic data of the 268 participants are presented in Table 1.

The categories "expected graduation year," "domestic vs. international," and "study abroad experience" are three major independent variables studied in the present study.

Instrument

The present study utilized an online questionnaire with a set of questions regarding demographic information and global citizenship traits (see Appendix).

Table 1: Participant demographics (N=268)

Demographic	<i>n</i>	%
Gender		
Male	84	31.3
Female	178	66.4
Prefer not to answer	6	2.2
Expected graduation year		
2021	70	26.1
2020	63	23.5
2019	76	28.4
2018	59	22.0
Prefer not to answer	0	0.0
Domestic or international		
Domestic	158	56.0
International	116	43.3
Prefer not to answer	2	0.7
Study abroad experience		
Not yet participated	158	59.0
Currently on study abroad	22	8.2
Completed study abroad	88	32.8

Demographic Information

The questionnaire asked for participants' gender, expected graduation year, and status (domestic or international). In addition, it asked whether they had finished the mandatory study abroad program.

Global Citizenship Traits

The Global Citizenship Scale generated by Morais and Ogden (2011) was used to measure the participants' demonstration of global citizenship traits. Although the scale consisted of three thematic components, the present study used only two of them—i.e., social responsibility and global competence. As the introduction suggests, these two thematic components are congruent with

Ikeda's (2010) definition of global citizenship. Social responsibility (i.e., awareness of social inequalities, concern for others and environment, and recognition of local and global interconnectedness) corresponds to compassion and wisdom as Ikeda (2010) defined. Likewise, global competence (i.e., knowledge of world events and issues, willingness and capability to engage in intercultural situations, and possession of intercultural communication skills) is consistent with Ikeda's (2010) definition of wisdom and courage.

Another component, global civic engagement, is not congruent with that definition and might not be suitable for the present study. Some of the items of civic engagement ask whether students will volunteer abroad or get involved with international projects over the next 6 months (Morais & Ogden, 2011). Given that SUA students are required to study abroad for one semester in their third year for either fall or spring, especially second- and third-year students may not be able to engage in such activities for time constraints. Therefore, the present study excluded the dimension of global civic engagement.

The Global Citizenship Scale includes six items that measure participants' social responsibility. Another dimension, global competence, encompasses three sub-dimensions including self-awareness, intercultural communication, and global knowledge (Morais & Ogden, 2011). The scale contains three items each for self-awareness, intercultural, and global knowledge. For each item, participants indicated how much they agree with the statements representing the dimensions on a 5-point Likert scale. The levels ranged from 1 (*Strongly disagree*) to 5 (*Strongly agree*).

Morais and Ogden (2011) reported that the Cronbach's alphas for social responsibility, self-awareness, intercultural communication, and global knowledge were .79, .69, .76, and .67, respectively. The internal consistency reliability for the current sample was similar to that for Morais and Ogden's (2011) sample. The Cronbach's alphas for social responsibility, self-awareness, intercultural communication, and global knowledge were .64, .65, .74, and .67, respectively.

Student Perceptions of the University Offerings

The participants were also asked to rate the extent they consider each curricular activity, co-curricular activity, and campus life characteristic to have helped them become better global citizens on a 5-point Likert scale from 1 (*Strongly disagree*) to 5 (*Strongly agree*). The curriculum consisted of regular academic courses, Learning Clusters, and the mandatory study abroad program. Co-curricular activities included student activities and campus

events. Campus life characteristics were diverse student body and dormitory life. Besides the ratings, the questionnaire included questions about how many times participants had taken Learning Cluster courses including the one currently being taken (see Question 23, Appendix A) and whether they had finished the SUA study abroad program (see Question 25). In addition, participants, if desired, were asked to write about their experiences related to each university offering, to comment on other aspects of the university that might have helped them become better global citizens, and to offer any additional comments.

Procedure

An online questionnaire was created using a survey software program and was distributed through email to 416 students, who were all enrolled in the SUA undergraduate program as of January 2018. Those respondents who identified themselves as 17 years old or younger were excluded from the study. Out of all students who were 18 years or older, 268 students completed the survey. The response rate was 64.4%.

Data Analyses

To test Hypothesis 1, a one-way analysis of variance (ANOVA) was performed on the participant scores of the Global Citizenship Scale and participants' expected graduation year—2018, 2019, 2020, and 2021. To test Hypotheses 2a and 2b, an ANOVA was performed on the Global Citizenship Scale scores and participants' study abroad experiences (completed, in progress, or not yet started). To test Hypothesis 3, an independent-samples *t* test was performed on participants' scores of the Global Citizenship scale comparing domestic and international students. The significance threshold was set at .05.

RESULTS

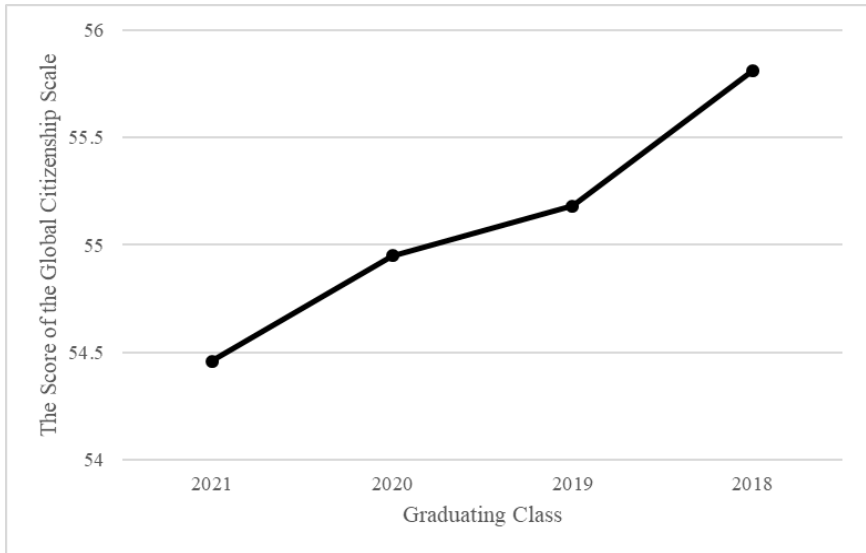
Global Citizenship Traits of SUA Students

Hypothesis 1: Time spent at SUA predicts a level of global citizenship development.

The results indicated a general tendency for upperclassmen to score higher on the Global Citizenship Scale than underclassmen. The class of 2018 ($M = 55.81$, $SD = 6.13$) scored higher than the class of 2019 ($M = 55.18$, $SD = 6.23$).

Similarly, the class of 2019 scored higher than the class of 2020 ($M = 54.95$, $SD = 6.23$), and the class of 2020 scored higher than the class of 2021 ($M = 54.46$, $SD = 6.53$). Although an ANOVA did not find significant differences, $F(3, 264) = 0.51$, $p > .05$, the results generally supported the hypothesis. Figure 1 visually exhibits the general tendency found.

Figure 1: Global Citizenship Scale Mean Scores by Expected Graduation Year



Note. $p > .05$.

Hypothesis 2a: Study abroad completers are likely to demonstrate a higher level of global citizenship development than students currently on study abroad.

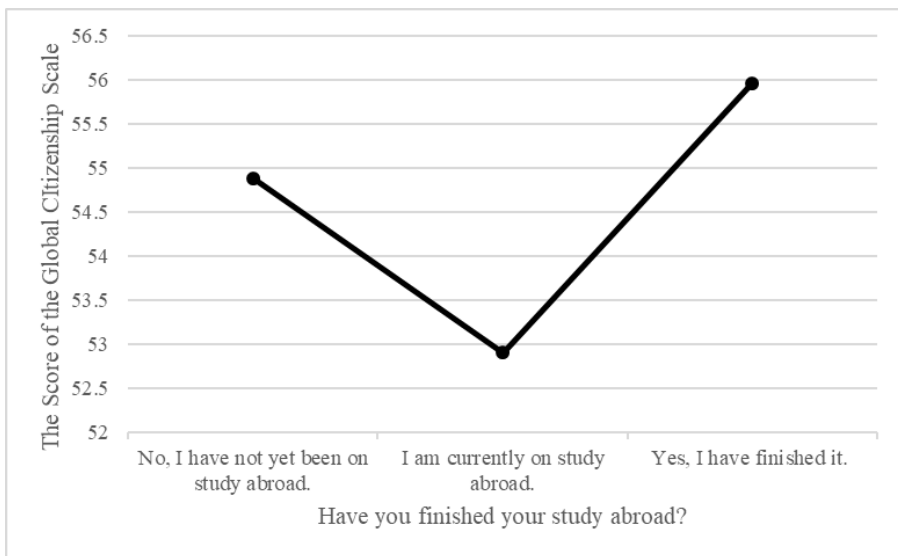
The descriptive statistics indicated that students who completed the study abroad program scored on the Global Citizenship Scale the highest ($M = 55.97$, $SD = 6.12$). Although ANOVA did not find significant differences, $F(2, 265) = 2.28$, $p > .05$, the hypothesis was generally supported in that study abroad completers scored better than non-completers.

Hypothesis 2b: Students currently on study abroad are likely to demonstrate a higher level of global citizenship development than students who have not yet participated.

The descriptive statistics indicated that students who had not yet been on the study abroad program scored higher ($M = 54.89, SD = 6.25$) than students currently on the study abroad program ($M = 52.91, SD = 6.96$). Although ANOVA did not find significant differences, $F(2, 265) = 2.28, p > .05$, the results did not support the hypothesis but rather indicated the opposite tendency.

The results for Hypotheses 2a and 2b combined indicated that those currently on study abroad scored the lowest on the Global Citizenship Scale as seen in Figure 2.

Figure 2: Global Citizenship Scale Mean Scores According to Students' Study Abroad Program Completion Status



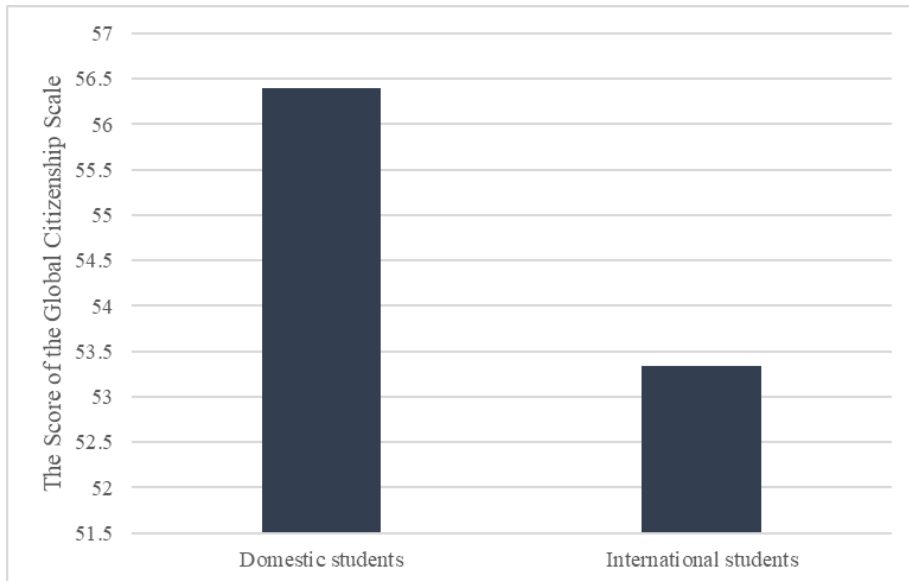
Note. $p > .05$.

Hypothesis 3: The status as international student predicts a high level of global citizenship development.

The independent-samples t test showed that domestic students scored significantly higher, $t(264) = 4.03, p < .001$, on the Global Citizenship Scale ($M = 56.40, SD = 6.29$) than international students ($M = 53.34, SD = 5.93$), as

shown in Figure 3. The results did not support the hypothesis, but rather indicated the opposite tendency.

Figure 3: Global Citizenship Scale Mean Scores by Domestic Students vs. International Students



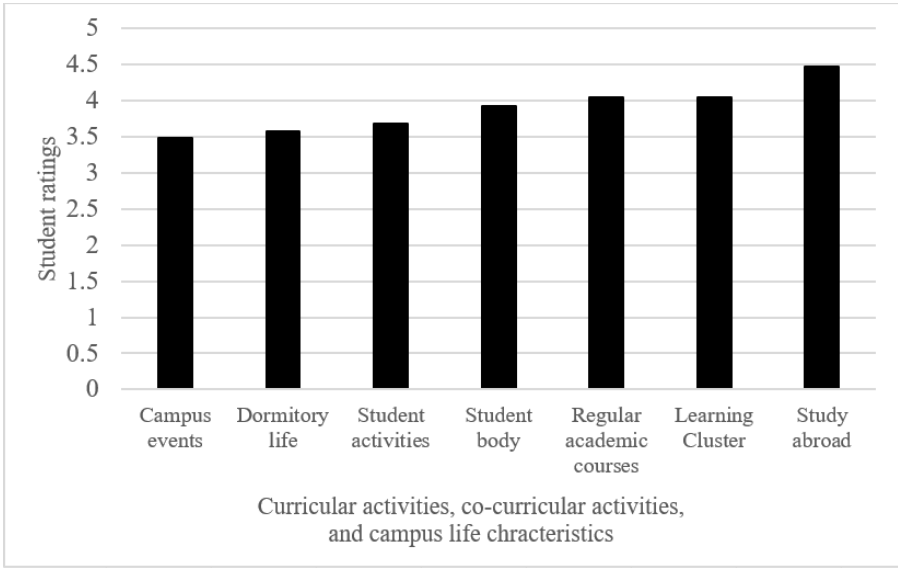
Note. $p < .001$.

Students' Assessment of the University Offerings

Question 1: What contributes to global citizenship development?

An ANOVA for Question 1 yielded a significant effect, $F(6, 1681) = 24.960, p < .001$. The rating for the study abroad program ($M = 4.48, SD = 0.76$) was honestly significantly higher than that for Learning Cluster ($M = 4.05, SD = 0.96$) and that for regular academic courses ($M = 4.04, SD = 0.80$). The rating for Learning Cluster was honestly significantly higher than that for student body ($M = 3.92, SD = .93$). The rating for regular academic courses was honestly significantly higher than that for student activities ($M = 3.68, SD = 0.93$). The rating for student body was honestly significantly higher than that for SUA's dorm life ($M = 3.57, SD = 1.07$) and that for campus events ($M = 3.48, SD = 0.06$). The results are shown in Figure 4.

Figure 4: Participants' Mean Ratings of University Offerings



Note. $p < .001$.

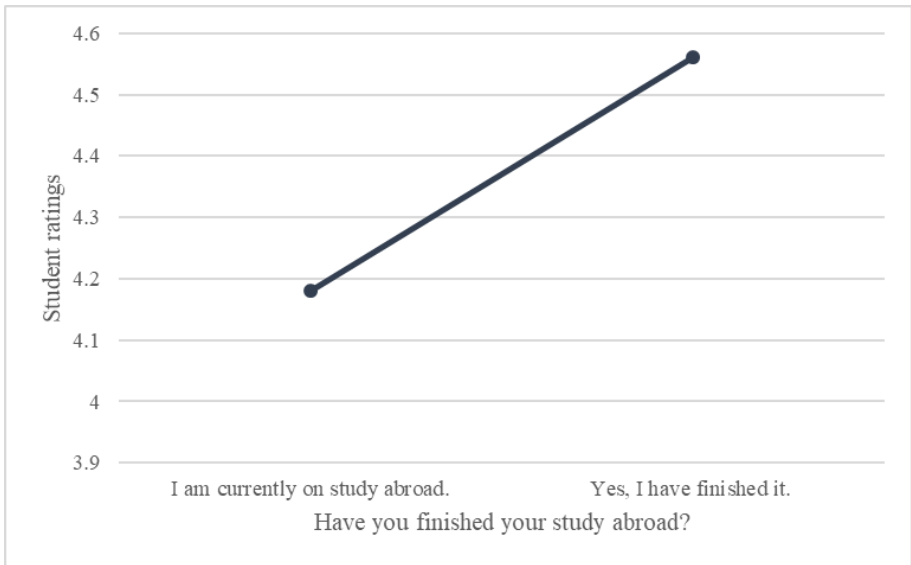
Question 2: How do different student statuses affect students' assessment of the university offerings?

An ANOVA indicated that students' expected graduation years had a statistically significant effect on the ratings for the curricular and co-curricular activities, $F(3, 264) = 4.16, p < .01$. As a post hoc test, a Tukey HSD test was conducted. The results showed that fourth-year students rated regular academic courses honestly significantly higher ($M = 4.31, SD = 0.79$) than third-year students ($M = 3.83, SD = 0.94$). The analysis did not yield any significant results for domestic vs. international students.

Questions 3: How is study abroad perceived by current study abroad students and completers?

The independent-samples t test indicated that study abroad completers evaluated the program significantly higher ($M = 4.56, SD = 0.74$) than those who were currently on study abroad ($M = 4.18, SD = 0.80$), $t(108) = 2.09, p < .05$, as seen in Figure 5.

Figure 5: Participants' Mean Ratings of the Mandatory Study Abroad Program



Note. $p < .05$.

DISCUSSION

The present study has found that students develop their global citizenship traits steadily as they spend more time at the university, generally supporting the hypothesis although the number of years did not have a statistically significant effect on the Global Citizenship Scale scores. It is possible that the drop of scores by those currently on study abroad (see Figure 2) skewed the steady developmental pattern that was expected.

For Hypotheses 2a and 2b, contrary to the expectation, students currently on study abroad demonstrated the lowest global citizenship traits of all. A possible explanation for this result is that study abroad is a time period when students reflect on their own identities and struggle to overcome cultural challenges, such as culture shocks. This seems to be accounted for by the findings by Heinzmann, Künzle, Schallhart, and Müller (2015) that during study abroad, students might become more cautious of evaluating their own intercultural competence, because they face challenges and frustrations by experiencing life in the host country.

Similarly, for Hypothesis 3, contrary to the expectation, domestic students displayed significantly more global citizenship traits than international students. This finding indicates that international students, who are basically on study abroad in the US, tend to struggle with social responsibility and global competence while actively seeking their identities as global citizens, which is congruent with the findings for Hypothesis 2.

Overall, in terms of influencing their global citizenship traits, students tended to rate the curricular programs (i.e., the mandatory study abroad program, a Learning Cluster, and regular academic courses) higher than the co-curricular activities (i.e., student activities and campus events) and campus life characteristics (i.e., dormitory life and the student body). Furthermore, participants perceived that the mandatory study abroad program had helped them the most to become better global citizens. In addition, students who had completed the study abroad program commented their appreciation for it considerably more than those who were currently on it. Although the statistical analyses did not reveal that the Global Citizenship Scale scores improved significantly during and after the study abroad program, students perceived its substantial influence on their global citizenship traits.

The comments by study abroad completers suggested that they became more globally competent through their study abroad experiences—e.g., by overcoming a sense of discomfort interacting with people from different cultures. They also learned about the issues and news in their host countries and various cultures. By doing so, students developed their social responsibility because they became knowledgeable and thus concerned about local and international problems. One student commented, “Living in a different country and learning a language that I previously had no experience with taught me about compassionate communication and open-mindedness towards immigrants.” This comment indicates that SUA’s mandatory study abroad program helped the student have what Ikeda (2010) called “the compassion to maintain an imaginative empathy that reaches beyond one’s immediate surroundings and extends to those suffering in distant places” (pp. 112–113). From the students’ perspective, study abroad is an effective means to develop global citizenship traits.

The next highest rated activities were a Learning Cluster and regular academic courses. Based on student comments, a Learning Cluster seems to positively influence global competence by teaching students about world issues that they might not have been aware of before. For instance, Learning Cluster courses allow students to study particular issues and situations in other parts of the world and to raise the awareness of current global issues. Many students commented that they were more informed of global issues that they

had previously been unfamiliar with, such as history and conflicts in East Asia and environmental and economic development issues in Beijing and Los Angeles.

A Learning Cluster also seems to foster social responsibility. Whereas some students indicated that they realized the interconnectedness of the world, many students wrote that they became more aware of inequalities pertaining to global issues that they learned through taking their Learning Cluster courses. As in the case of study abroad, a majority of comments suggest that students consider a Learning Cluster effective at fostering global competence and social responsibility.

Similarly, regular academic courses also had positive influences on students' global competence and social responsibility. Many students indicated that SUA's regular academic courses have helped them examine global issues from different perspectives and have offered an opportunity to discuss with classmates from various cultural and national backgrounds. Thus, students can not only acquire knowledge of world issues but also engage in intercultural interactions in class. SUA's regular academic courses serve as a platform in which students practice and develop their global competence and social responsibility. Students also commented that they became aware of social problems and started being concerned about them. For instance, a student wrote:

SUA's regular academic courses have given me the opportunities to learn about the social and global issues I had never heard of. I think such opportunities have helped me become aware of the problems and motivated to become an individual who contributes to solving them.

By taking regular academic courses, students become knowledgeable about global issues and want to address them, which may result in the development of their global citizenship identities.

It was also found that fourth-year students appreciated regular academic courses more than third-year students. A possible reason is that fourth-year students are able to synthesize their learning experiences at SUA. For example, a fourth-year student made a comment about regular academic courses as follows:

The discussion-based design of the classrooms has helped and continues to help me with broadening my international perspective. With students from all around the globe providing their perspective and their experiences, as a domestic student, that dialogue helped me "expand my

horizons” if you will. The courses that I have taken also motivated me to pursue international and comparative law. Without the course work, global citizenship would not have necessarily been at the forefront of my time here.

As the comment suggests, SUA’s regular academic courses, taught by faculty with diverse backgrounds, expose students to a wide variety of issues from different perspectives. Students experience liberal arts education with peers who have diverse perspectives, find their own interests, and pursue them.

After all the curricular activities, the diverse student body was ranked as the next most valuable item that influenced students’ global citizenship traits. Participants indicated that they learn about different cultures and perspectives through interacting with diverse peers inside and outside classes. Although such learning experiences do not necessarily lead to the development of global citizenship traits, they are the steps and opportunities toward becoming culturally competent and socially responsible.

The next highest rated item was student activities. Many students appreciated that they were able to foster their leadership skills through club activities by interacting with diverse others. In addition, many comments imply rich learning experiences that deepened participants’ understanding of other cultures and students with different cultural backgrounds. Students mentioned their participation in club activities (e.g., a Hawaiian dance club, Indian dance club, and a Japanese Taiko club) and in special programs (e.g., an Alternative Spring Break trip, a trip to the United Nations, and a career-related program). As with the student body, student activities provide an opportunity to foster global competence. Most of the comments indicated the development of interpersonal skills and contact with different cultures.

Dormitory life was ranked below student activities. Whereas some students commented that they learned from their roommates whose cultures are different from their own, many of the participants did not articulate their learning experiences related to the concepts of global competence and social responsibility. For some students, a dormitory is a place where they relax and may not give them an opportunity to actively learn to be better global citizens. It is also possible that students do not realize the importance of dormitory life because they simply take it for granted.

The lowest-rated activity was participation in campus events such as concerts and guest lectures. Despite the low ratings, students commented that the campus events give them an opportunity to be exposed to global issues, different cultures, and so forth. They also commented that they seldom participate in such activities because of other commitments.

Regarding other aspects of the university that helped students become better global citizens, some participants commented on SUA's Pacific Basin Research Center as well as its summer internship grant program, the Extended Bridge Program (i.e., a two-semester intensive English language program for conditionally accepted students) and other service features. In addition, the answers to the last question indicated that some students tended to struggle to answer some of the questions because they do not have a clear idea of what global citizenship means. The questionnaire did not give them the definition of global citizenship in order to focus on students' perception of the development of their global citizenship identity. Although only a few students indicated so, figuring out what global citizenship is may be regarded as a part of the process of becoming global citizens.

CONCLUSION

The present study has suggested that students who are on study abroad tend to struggle with their global citizenship identities. They face challenges and a sense of discomfort during study abroad, but their global citizenship traits tend to improve after they return. Study abroad thus is like an incubation period when students struggle with their global citizenship identities. In the long run, it contributes to developing students' concerns for social problems and strengthening interpersonal skills across cultures.

Overall, students tended to rate curricular activities, particularly study abroad, higher than co-curricular activities and campus life characteristics. Many of their comments regarding curricular activities reflect the concepts of global competence and social responsibility. For co-curricular activities and campus life characteristics, only a small number of comments imply such concepts.

Myers (2016) contended that past research has not examined how interdisciplinary approaches to teaching and curriculum contributed to developing global citizenship education—e.g., studying their features and influences on students. Because SUA incorporates interdisciplinary approaches in its curriculum, the present study added new knowledge to the research field by assessing the curriculum.

LIMITATIONS AND IMPLICATIONS

Although this study has yielded informative results, it is not free of limitations. For example, this study was cross-sectional. To address cohort differences, for future research, a longitudinal study (in addition to a cross-

sectional study) should be conducted. Such studies should examine how each class of students demonstrates their global citizenship traits over the 4 years and even after they graduate. Conducting such follow-up studies will reveal a better causal relation between the global citizenship traits in students and the experience of college education. This study did not use benchmarks because there is no university comparable to SUA—e.g., no other institutions offer a mandatory study abroad program for both international and domestic students as well as enroll a large percentage (about 40%) of international students. Benchmark data would, if available, be informative.

As noted above, the study abroad period does not automatically turn students into global citizens. It is thus extremely important for study abroad programs and sponsoring institutions to continue providing support and care to students before, during, and after their study abroad. According to Hendershot and Sperandio (2009), students consider that their global citizenship identity develops when they directly interact with other cultures and learn different perspectives and to finally “make sense” out of the entire experience and establish their own identity. For future research, then, it would be valuable to examine the sense-making process that is necessary for the development of a global citizenship identity. The questions for future research include: When and where does this sense-making process take place with the university curriculum and the study abroad program? What role do faculty play in this reflective sense-making process? What are the best practices for helping students develop global citizenship traits?

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