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Factors Influencing the Training of Global Citizenship for English-Majored Students at a Public University in Vietnam

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Abstract

Global citizenship education (GCE) is essential in preparing students for active participation in an interconnected world. This study investigates the key factors influencing global citizenship training at a public university in Ho Chi Minh City (HCMC), Vietnam. By using a quantitative approach, the data were collected through a structured questionnaire and analyzed by Exploratory Factor Analysis (EFA) and regression analysis. The findings identified four significant factors: Knowledge and Awareness (KA), Skills and Competencies (SC), Engagement and Participation (EP), and Learning Environment and Lifestyle (LE), collectively explaining 75.103% of the total variance. The regression

model demonstrated moderate explanatory power ($R^2 = 0.504$, $p = 0.000$), indicating that these four factors significantly impact the effectiveness of global citizenship education. This study contributes to the growing body of research on GCE by providing empirical evidence on the key determinants of global citizenship training in Vietnam. The findings suggest that educational institutions should prioritize integrating global knowledge into the curriculum, enhancing skill development, fostering active engagement, and creating a supportive learning environment to cultivate globally competent citizens.

Keywords: Globalization, Education and Training, Global Citizen, Global Citizenship Education (GCE), Vietnam

1. Introduction

Globalization nearly influences on every aspect of our lives and world, refers to society, culture, economy, politics in our interconnected world (Pacho, 2020) ^[22]. It also integrates global citizenship education that can foster learners to become global citizens and develop skills, knowledge, values, and attitudes. Therefore, educating and training global citizens are essential and important for learners to quickly adapt, seize the opportunities in the conditions of globalization. The training of global citizen can help EFL students master their native and foreign knowledge of language, cultures, traditions, and lifestyles. In addition, the students will acquire global skills, respect diversity, and take responsibility for global issues. Moreover, the students can engage themselves in various environments and adapt themselves to these contexts (Biccum, 2020) ^[1].

For English-major students, GCE is essential, as it provides students with the skills needed to navigate and engage in a global society. It can also be consistent with the global educational frameworks that advocate for critical thinking, intercultural competence, and global engagement (UNESCO, 2023) ^[32]. The aforementioned factors are particularly important for students studying English as they help improve their linguistic and intercultural competency, both of which are becoming increasingly important skills in today's globalized employment sector (Jackson, 2019) ^[12]. Additionally, developing these skills not only enhances individuals' adaptability and digital literacy, but also positions students to solve complex global problems, granting skills for academic and professional success (Misirlis, 2023) ^[19]. This also reaffirms the foundational principles of Global Citizenship Education (GCE) (Gough, 2018) ^[8] whereby active participation in different communities can nurture empathy, ethical responsibility, and sense of global belonging. Hence, incorporating GCE into the curriculum for students who are majoring in English will not only enhance their academic experience but also equip them with the necessary skills to become active global citizen, and be able to make positive contributions in international and multicultural environments (Pittman, 2017) ^[24].

There are some trends influencing the training of global citizenship such as integration of global competence in curriculum; focus on sustainable development goals; use of technology and social media; experiential and service learning; teacher training

and professional development; and collaborative and interdisciplinary approaches. These trends have been highlighting the evolving nature of education aimed at fostering global citizenship, emphasizing the importance of equipping students with the knowledge, skills, and attitudes necessary to navigate and contribute to an interconnected world (Jeong & Park, 2024) ^[13].

Training on global citizenship, however, is becoming one of the major problems and challenges in terms of concerning studies in Vietnam when our citizens go to live and study abroad (Torres & Bosio, 2020) ^[30]. First, certain factors impacting on educating the global citizen have been investigated by few researchers (Timotheou *et al.*, 2023) ^[29]. Second, there has been fresh background research within Vietnam on differences of programs and majors among learning communities and university programs in Vietnam about global citizenship development (Massaro, 2022) ^[18]. Third, no previous research took the mixed method to explore the reality of training the global citizenship. The factor of teaching global citizens in universities should be resourced, and recommendations presented to teachers and students to apply factors of global citizenship successfully in school teaching and learning; thus, are areas that need further investigation in the professional domain. In addition, this study offers ideal and relevant solutions for higher education in Vietnam to improve the schools' prestige and attract students.

Specifically, this study aimed to answer the following questions:

- What factors influence the effectiveness of training global citizenship of English-majored students in a Vietnamese public university in HCMC?
- To what extent does each factor influence global citizen education of English-majored students in a Vietnamese public university in HCMC?

2. Literature Review

2.1 Definitions of globalization and global citizenship

Globalisation refers to the multiplication of the social interrelations across the globe through the opening of economic, political, cultural and ecological (Steger, 2022) ^[28]. This includes intensified social relations and consciousness of the entire world, implying the unification of world markets, a proliferation of a system of global political organization, the propagation of ideas, values and peoples, and the resolution of environmental issues (Ritzer & Dean, 2022) ^[26]. Globalization has economic and political dimensions: The economic aspect is the global spread of trade and finance and the political aspect is the rising authority of global governance systems (Celume & Maoulida, 2022) ^[2]. Cultural globalization is the transnational diffusion and mixing of cultural features, whereas ecological globalization is the transnational environmental problems that require collective global responses (Chiba *et al.*, 2021) ^[3].

In parallel, global citizenship means the status of a person as a member of a global community in which they have rights and responsibilities and they commit to make decisions and take actions that support a sustainable and peaceful world (UNESCO, 2023) ^[32]. One area focused on the role of Global Citizenship Education in developing global citizenship by integrating global perspectives into educational curricula and promoting student engagement with global issues. In this sense, educational institutions

contribute to creating the conditions in which people may become informed and responsible global citizens (Nygren, Wassermann, & Welply, 2020) ^[21].

2.2 Characteristics of global citizenship

Global citizenship encompasses several key characteristics that enable individuals to thrive in an interconnected world (Coelho *et al.*, 2022) ^[4]. Firstly, possessing a strong technical and cultural foundation allows individuals to engage confidently with diverse cultures. This cultural self-awareness enables them to honor their heritage while respecting and understanding others. Secondly, acquiring global knowledge is essential, as it equips individuals with an understanding of international issues, foreign policies, global economics, and environmental challenges (Estellés & Fischman, 2021) ^[6]. Thirdly, lifelong learning fosters continuous personal and professional development, enhancing critical thinking and problem-solving abilities. Another vital trait is global responsibility, which involves recognizing the impact of one's actions and promoting social justice, human rights, and sustainability (González-Valencia, Massip, & Santisteban, 2022) ^[7]. Additionally, respecting diversity is crucial, as it fosters empathy, reduces prejudice, and enhances cooperation among different cultural groups. Finally, adaptability enables individuals to adjust to new cultural contexts and navigate changes effectively. Collectively, these attributes equip individuals with the skills and attitudes necessary to engage responsibly and positively in global interactions (Habumugisha, Bazina, & Mvunabandi, 2025) ^[10].

2.3 Theories of global citizenship

The concept of global citizenship has been extensively explored in recent scholarly literature, offering diverse theoretical perspectives that inform educational practices in international contexts. Misirlis (2023) ^[19] conducted a scoping literature review focusing on international business school students, proposing a unified framework for global citizenship education. This framework emphasizes the integration of global awareness, ethical responsibility, and intercultural competence as core components of global citizenship training.

In the realm of political philosophy, Tully's work provides a critical examination of global citizenship (2014) ^[31]. Tully advocates for a form of citizenship that transcends national boundaries, emphasizing the importance of civic engagement and participatory democracy on a global scale. He argues that global citizenship involves active participation in diverse forms of governance, challenging imperialistic structures, and fostering democratic relationships among global populations.

Psychological studies have also contributed to understanding global citizenship by examining individual differences in global human identification. Reysen and Katzarska-Miller (2013) ^[25] developed a model identifying antecedents and outcomes of global citizenship identification, highlighting factors such as normative environment and global awareness. Their research indicates that a strong identification with global citizenship correlates with prosocial behaviors, including intergroup empathy, valuing diversity, and a commitment to social justice.

These theoretical perspectives collectively underscore the multifaceted nature of global citizenship, encompassing educational frameworks, political engagement, and

psychological dimensions. In the context of public universities in Ho Chi Minh City, integrating these theories can provide a comprehensive approach to training students as global citizens, equipping them with the necessary skills and mindsets to navigate and contribute positively to an interconnected world.

2.4 Prior studies about the training of global citizenship

GCE is an increasingly salient theme in contemporary educational discourse, particularly within public universities that aim to develop globally minded learners. A comprehensive review of recent literature and frameworks is necessary to train global citizens effectively.

One of the most important contributions in this area is a scoping literature review by Misirlis (2023) ^[19], who analyzed scientific articles between the years 2013-2022 with regard to global citizenship in international business schools. This gap is more specifically apparent in attention to targeted research articles that cover GCE. Misirlis calls for the establishment of a coherent framework that can shape researchers, educators, and policymakers to improve global citizenship education.

Models of framework for GCE are typically based on national guidelines from international organizations. The UNESCO framework envisions three domains of learning, namely the cognitive domain, the socio-emotional domain and the behavioral domain (2023). The cognitive involves knowledge of global issues and patterns of interdependence; the socio-emotional promotes empathy, concern for equity and solidarity, and respect for diversity; and the behavioral promotes action at local, national, and global levels. Under this tri-partite model, learners will acquire the knowledge, attitude and skills needed to live and work in a globalized world.

Further, GCE in public universities means breaking that down to suit different educational and cultural contexts. Jackson (2019) ^[12] challenges us to rethink traditional civic education models in favor of an approach that resituates citizenship beyond these local and national allegiances toward a more expansive notion of global citizenship. This viewpoint is especially relevant for public universities in Ho Chi Minh City, whose multicultural student demographics require curricula that include multiple identities and a common humanity.

In addition, Gough (2018) ^[8] highlights the interplay between sustainable development and GCE, prompting educators to incorporate environmental consciousness within the parameters of global citizenship. This integration is these essential in fostering students' awareness of global challenges — and their roles in responding to climate change, sustainability and more. For public universities, this means integrating sustainability into the curriculum and encouraging environmentally conscious behaviors amongst students.

In summary, previous research and framework models highlight a necessity for an all-encompassing yet contextualized understanding of global citizenship education. For public universities in Ho Chi Minh City, this means how we are working to weave together an understanding of cognition, socio-emotional and behavioral engagement into our curriculum, but also a deep understanding of the dynamics of our multicultural student population. This kind of investment leads to the development of well-rounded global citizens who are better

prepared to navigate and engage with our interconnected world.

2.5 Elements of global citizenship and the suggested research framework

The training of global citizens in public universities is influenced by multiple interrelated factors. The proposed research framework identifies four key predictors including: Knowledge and Awareness (KA), Skills and Competencies (SC), Engagement and Participation (EP), and Learning Environment and Lifestyle (LE). These factors serve as independent variables in a linear relationship, directly impacting the dependent variable, Global Citizenship Training.

1. Knowledge and Awareness (KA)

This factor plays a fundamental role in shaping students' understanding of global issues, diverse cultures, and civic responsibilities. This factor includes:

- **Global knowledge (KA1):** Awareness of international affairs, history, and global interconnectivity.
- **Cultural understanding (KA2):** The ability to appreciate and respect different cultures.
- **Political literacy (KA3):** Understanding of governance systems, political structures, and global policies.
- **Social awareness (KA4):** Recognition of societal issues, human rights, and community engagement.

2. Skills and Competencies (SC)

This factor enables students to actively participate in a globalized world with four observed variables:

- **Language proficiency (SC1):** Mastery of multilingual communication for cross-cultural engagement.
- **Digital literacy (SC2):** Competence in using digital tools for communication, research, and collaboration.
- **Critical-thinking skills (SC3):** The ability to analyze information, solve problems, and make informed decisions.
- **Adaptability (SC4):** Flexibility in adjusting to new environments and global challenges.

3. Engagement and Participation (EP)

Active engagement and participation are essential in fostering responsible global citizenship. This factor includes four key variables:

- **Global engagement (EP1):** Involvement in international initiatives, programs, or discussions.
- **Respect for diversity (EP2):** Valuing and embracing different perspectives and cultural backgrounds.
- **Lifelong learning (EP3):** Continuous development of knowledge and skills beyond formal education.
- **Responsibility for global issues (EP4):** Awareness of and proactive involvement in solving global challenges such as climate change and social justice.

4. Learning Environment and Lifestyle (LE)

This final factor means shaping students' ability to develop global citizenship attributes with four observed variables:

- **Supportive school curriculum (LE1):** Integration of global citizenship concepts into the academic program.
- **Intercultural interactions (LE2):** Opportunities for students to engage with peers from diverse backgrounds.
- **Use of technology in education (LE3):** Leveraging digital tools for learning and cross-border collaboration.

- **Extracurricular activities related to global citizenship (LE4):** Participation in clubs, exchange programs, and volunteer initiatives that promote global awareness.

The suggested framework could be illustrated as follows:

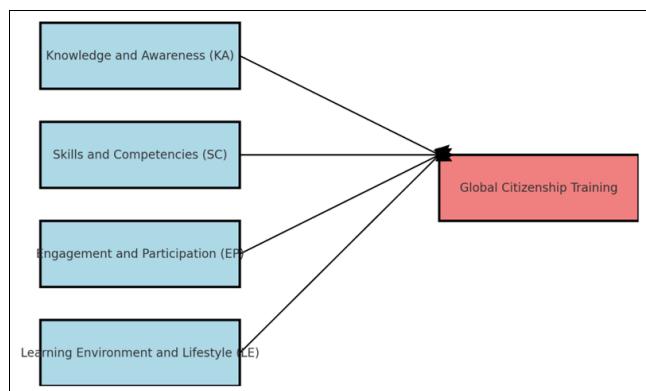


Fig 1: Conceptual framework

As a result, the study has the following hypotheses:

- **H1:** Knowledge and awareness foster global citizenship education in Vietnam.
- **H2:** Essential skills and competencies improve students' ability to become global citizens.
- **H3:** Engagement and participation in global issues enhances citizenship identity.
- **H4:** A well-structured learning environment and lifestyle supports global citizenship training.

3. Methodology

3.1 Research design and research sampling

A correlational design was employed in this study. The sample consisted of 96 students enrolled in a Bachelor program at the Faculty of Foreign Languages at Ho Chi Minh University of Banking (Vietnam), and their ages ranged from 20 to 24 years old. To have a complete understanding of the student needs, all students from the faculty (31 male, and 65 female) were invited to participate in the study. They have been studying English for at least seven years, and were fluent in their native language (Vietnamese) with intermediate-level English and proficient in reading and writing in both English and Vietnamese.

3.2 Research methods and data collection

This study conducted an online survey consisting of 20 closed-ended questions (4 questions of demographics and 16 topic-related questions). Questions were designed based on the questionnaires by Yemini (2019) [33] and Nygren *et al.* (2020) [21] and were modified to fit Vietnamese culture. The survey was administered online via student emails in class groups. The language used was English and Vietnamese (translated by the instructor from the Faculty of Foreign Languages and the survey conductors) so that students correctly understood both the original and translated versions. It was then ensured quality by a senior lecturer from the Faculty of Foreign Languages and tested by two students for evaluating the clarity, accuracy, and comprehensibility of the questions. The entire survey took about 15 to 30 minutes to complete, and students were

consistently assured that the information collected as part of the research would remain confidential and would not affect their grades, regardless of whether the survey results were positive or negative. The survey was saved in an excel file format after encoding and was transferred into an SPSS software for descriptive and inferential analysis. According to the regulations on scientific research, this information will be kept at least 3 years in the Faculty of Foreign Languages.

The study used a five-point Likert scale to measure respondents' perceptions of various predictors. The scale ranges from 1 = Totally Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Totally Agree. This Likert scale is used to assess participants' levels of agreement with the statements related to global citizenship education.

To ensure the reliability and validity of the questionnaire, several factor analysis techniques are applied. First, Cronbach's alpha is used to assess the internal consistency of each construct. A Cronbach's alpha value of 0.7 or higher is considered acceptable, indicating that the items within a construct measure the same underlying concept. Next, factor loadings are examined through Exploratory Factor Analysis (EFA) to determine the extent to which each item contributes to its respective factor. Items with factor loadings below 0.5 may be eliminated to enhance construct validity.

Exploratory Factor Analysis (EFA) is employed in this study because the research seeks to identify underlying latent variables that explain the relationships among observed variables. Given that the study investigates multiple factors influencing global citizenship training, EFA helps to uncover the key dimensions that shape students' perceptions. The Kaiser-Meyer-Olkin (KMO) test is conducted to check sample adequacy, where a KMO value above 0.6 indicates that the data are suitable for factor analysis. Bartlett's Test of Sphericity is also used to ensure that the variables are sufficiently correlated to justify factor extraction. Principal Component Analysis (PCA) with Varimax rotation is applied to obtain interpretable factors and to ensure that the constructs are distinct.

After factor extraction, a regression analysis was conducted to examine the relationships between the independent variables (predictors) and the dependent variable (effectiveness of global citizenship training). The significance of each independent variable is evaluated using p-values (< 0.05), while the overall model fit is assessed using R² and Adjusted R² values. This regression analysis could determine the extent to which each factor contributes to the effectiveness of global citizenship training, providing empirical evidence to support institutional strategies for fostering global citizenship competencies.

4. Results

4.1 Reliability of the measurement

To ensure the internal consistency of the research instrument used in the study, a reliability test was conducted using Cronbach's alpha as follows:

Table 1: Reliability test

Cronbach's alpha	N of items
0.835	16

Table 2: Item-total Statistics

Items	Codes	Corrected Item-total correlation
Knowledge and Awareness (KA)		
Global knowledge	KA1	0.67
Cultural understanding	KA2	0.68
Political literacy	KA3	0.72
Social awareness	KA4	0.66
Skills and Competencies (SC)		
Language proficiency	SC1	0.73
Digital literacy	SC2	0.72
Critical-thinking skills	SC3	0.71
Adaptability	SC4	0.76
Engagement and Participation (EP)		
Global engagement	EP1	0.61
Respect for diversity	EP2	0.71
Lifelong learning	EP3	0.68
Responsibility for global issues	EP4	0.66
Learning Environment and Lifestyle (LE)		
Supportive school curriculum	LE1	0.68
Intercultural interactions	LE2	0.71
Use of technology in education	LE3	0.74
Extracurricular activities related to global citizenship	LE4	0.64

The overall reliability coefficient for the 16-item scale was 0.835, indicating a high level of internal consistency (Nunnally & Bernstein, 1994). This suggests that the instrument is reliable for measuring the constructs associated with global citizenship training. A closer examination of the Item-Total Statistics reveals that all individual items demonstrated satisfactory corrected item-total correlations, with values ranging from 0.61 to 0.76. According to the threshold suggested by Hair *et al.* (2010), a corrected item-total correlation above 0.30 indicates that the item contributes positively to the overall construct reliability. Therefore, the reliability test confirms that the research instrument is highly reliable. No items fall below the acceptable reliability threshold, suggesting that the questionnaire is well-constructed and suitable for measuring factors influencing the training of global citizens. Future studies may further validate these findings through exploratory to strengthen construct validity.

4.2 EFA analysis

To assess the validity and factorability of the research instrument, a Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity test was conducted, followed by an Exploratory Factor Analysis (EFA).

Table 3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.88
Bartlett's Test of Sphericity	Approx. Chi Square	1109.16
	df.	79
	Sig.	<0.001

The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy yielded a value of 0.88, which is considered excellent. This high KMO value suggests that the sample size is sufficient for factor analysis and that the data is well-suited for factor extraction.

The Bartlett's Test of Sphericity produced a Chi-square value of 1109.16 (df = 79, p < 0.001), indicating that the correlation matrix is significantly different from an identity

matrix. This confirms that the variables are correlated and suitable for factor analysis.

These results validate the appropriateness of using EFA to identify underlying constructs in the dataset.

Table 4: EFA analysis

Items	Factor			
	1	2	3	4
KA3	0.835			
KA2	0.814			
KA1	0.81			
KA4	0.806			
SC4		0.847		
SC1		0.84		
SC2		0.835		
SC3		0.831		
EP2			0.831	
EP3			0.814	
EP4			0.806	
EP1			0.79	
LE3				0.852
LE2				0.831
LE1				0.814
LE4				0.79

KMO: 0.816
Eigenvalues: 1.39
Extracted Sums of Squared Loading: 75.103%

Source: Compiled and redesigned from EFA Analysis of SPSS 2.0

The Exploratory Factor Analysis (EFA) results indicate that the research instrument effectively captures the underlying constructs related to the training of global citizens at a public university in HCMC. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy yielded a high value of 0.88, confirming the suitability of the dataset for factor analysis. Additionally, Bartlett's Test of Sphericity was significant ($\chi^2 = 1109.16$, df = 79, p < 0.001), indicating that the correlation matrix was not an identity matrix and that the variables were interrelated enough for factor extraction.

The EFA identified four distinct factors, which together explained 75.103% of the total variance, demonstrating a strong factorial structure. The first factor, Knowledge and Awareness (KA), included items related to global knowledge, cultural understanding, political literacy, and social awareness. The second factor, Skills and Competencies (SC), encompassed essential skills for global citizenship, such as adaptability, digital literacy, language proficiency, and critical thinking. The third factor, Engagement and Participation (EP), focused on students' global engagement, respect for diversity, lifelong learning, and responsibility for global issues. The fourth factor, Learning Environment and Lifestyle (LE), reflected the role of the school environment, including the use of technology in education, intercultural interactions, a supportive curriculum, and extracurricular activities.

In short, the results of the KMO and Bartlett's Test confirm that the dataset is suitable for EFA, and the extracted four-factor model explains a significant portion of the variance (75.103%), demonstrating a strong factorial structure. Each factor aligns well with the conceptual dimensions of Global Citizenship Training, further supporting the validity of the instrument. These findings suggest that the questionnaire effectively captures the essential components of global

citizenship education, providing a robust foundation for further statistical analysis.

4.3 Regression analysis

To examine the relationship between the key factors influencing the training of global citizens at a public university in HCMC, a multiple regression analysis was

conducted. The dependent variable represents the overall effectiveness of global citizenship training, while the independent variables include Knowledge and Awareness (KA), Skills and Competencies (SC), Engagement and Participation (EP), and Learning Environment and Lifestyle (LE).

Table 5: Regression Analysis

Variables	Unstandardised Coefficients	Std. Error	Standardised Coefficients	Sig.	VIF
Knowledge and Awareness	0.553	0.045	0.553	0.000	1.0
Skills and Competencies	0.517	0.045	0.517	0.000	1.0
Engagement and Participation	0.492	0.045	0.492	0.000	1.0
Learning Environment and Lifestyle	0.471	0.045	0.471	0.001	1.0
R Square: 0.504 Adjusted R Square: 0.496 Durbin-Watson: 1.247 F test: Sig. 0.000					

Source: Compiled and redesigned from Regression Analysis of SPSS 2.0

The regression model demonstrates a moderate explanatory power, with an R Square value of 0.504 and an Adjusted R Square of 0.496. This indicates that 50.4% of the variance in global citizenship training can be explained by the four independent variables. The F-test significance value ($p = 0.000$) confirms that the overall model is statistically significant, meaning the independent variables collectively have a significant impact on the dependent variable.

The Durbin-Watson statistic (1.247) suggests that there is no severe autocorrelation in the residuals, indicating that the model meets the assumption of independence. Additionally, the Variance Inflation Factor (VIF) values are all 1.0, which confirms that multicollinearity is not a concern, as the independent variables are not highly correlated with each other.

Analysis of each predictor

The standardized coefficients (β) reveal the relative influence of each independent variable on global citizenship training:

- **Knowledge and Awareness** ($\beta = 0.553$, $p = 0.000$) This variable has the strongest impact on global citizenship training, suggesting that students' understanding of global issues, cultural awareness, and political literacy significantly contribute to their development as global citizens.
- **Skills and Competencies** ($\beta = 0.517$, $p = 0.000$) This factor also plays a crucial role, indicating that essential skills such as language proficiency, digital literacy, adaptability, and critical thinking are strong predictors of effective global citizenship training.
- **Engagement and Participation** ($\beta = 0.492$, $p = 0.000$) The findings highlight that active engagement, respect for diversity, and responsibility for global issues are significant contributors to global citizenship development.
- **Learning Environment and Lifestyle** ($\beta = 0.471$, $p = 0.001$) Although slightly lower than the other predictors, this variable remains statistically significant. A supportive school environment, intercultural experiences, and technology integration positively influence students' global citizenship training.

In conclusion, the regression analysis confirms that all four independent variables significantly influence global

citizenship training, with Knowledge and Awareness being the most influential factor. The model is statistically robust, as indicated by its high significance level ($p = 0.000$), lack of multicollinearity, and reasonable explanatory power ($R^2 = 50.4\%$). These results suggest that educational institutions should emphasize global knowledge acquisition, skill development, active participation, and a supportive learning environment to enhance students' training as global citizens.

5. Discussions

The results of this study confirm the complex nature of GCE being examined within a public university in Ho Chi Minh City. Therefore, the four factors correspond to common theoretical models and the Vietnamese education context, and all hypotheses are accepted.

First, Knowledge and Awareness are noted as important factors for effective global citizen education predictor, stressing the value of global understandings (from cultural to political literacy). This discovery resonates with the model of global citizenship education, which articulates the need for learners to critically engage with the nuanced historical and present global challenges faced by their communities and the world at large (Jackson, 2019) ^[12]. Such a realization can cultivate global awareness in students, preparing them to thrive in an interconnected yet diverse world. Since education in Vietnam plays an essential role in equipping students with knowledge about the world, it would be important to incorporate such information in the curriculum to help train students for active engagement in regional, as well as international matters. Such training is consistent with Vietnam's higher education reform agenda to prepare globally competent citizens with knowledge of international issues (Hughes, 2020) ^[11].

Second, the study identifies Skills and Competencies as one of the most crucial factors, highlighting how foundational skills like adaptability, tech-savviness, language skills, and critical thinking build the global citizen. Such competencies are essential for students to successfully navigate global challenges and opportunities. Global citizenship is a kind of social theory that stipulates an improvement in individuals' ability to act on their environments through these learned skills (Kishino & Takahashi, 2019) ^[14]. SC in Vietnam, from my perspective, highlights VHD's ultimate vision for a better education system that prepares students for skills to

help them pursue jobs in a globalized job market. On this note, educational institutions are therefore advised to include skill-building programs and activities where critical analysis and problem-solving skills are cultivated to birth a generation that can actively engage in national and global conversation (Lauwerier, 2020) ^[15].

Third, the significance of Engagement and Participation (EP) in the study highlights the necessity of active involvement in global and local communities. This factor, therefore, ignites a sense of responsibility and respect for diversity, essential components of global citizenship. This encourages active engagement in democratic processes and communities, which is an integral part of the global citizenship experience (Le & Duong, 2023) ^[16]. In the Vietnamese educational context, promoting student engagement through service learning, community projects, and extracurricular activities can enhance students' commitment to social justice and collective well-being. Such initiatives not only enrich the learning experience but also cultivate a generation of socially responsible individuals poised to address global challenges (Leite, 202) ^[17].

Finally, Learning Environment and Lifestyle is another notable aspect shaping global citizenship training. To help develop a global citizen, a supportive and inclusive school environment that promotes intercultural interactions and embeds technology into the learning process is essential. This supports the educational theory of global citizenship, which argues that the learning environment is a key aspect in shaping our students' perspectives of the world (Santamaría-Cárdaba, Gajardo-Espinoza, & Cáceres-Iglesias, 2024) ^[27]. Educational institutions in Vietnam have gradually embraced international educational programs and pedagogical methods with the aim of integrating a global vision. An example would be the inclusion of the Cambridge International Curriculum along with the national curriculum in some Vietnamese schools. These practices not only add to academic rigor but also arm students with skills needed to navigate and contribute to a globalized world (Pham, 2024) ^[23].

Implications for Global Citizenship Education in Vietnam and for English language students

The implications of this study contribute valuable knowledge regarding GCE in the specific educational and cultural context of Vietnam. The fact that the identified factors align with global citizenship theories suggests that Vietnamese educational institutions should consider integrating these elements into curricula and teaching methods (Nguyen, 2022) ^[20]. Nevertheless, it is important to take into account local contexts and challenges in Vietnam. For instance, although GCE is gradually receiving increasing attention, no consensus has been reached on how to define and implement it. Different interpretations and different applications in different educational contexts stem from this uncertainty. Thus, policymakers and educators need continual discussions on a convincing design of a comprehensive framework of GCE which respects the social and cultural realities of Vietnam (Pham, 2024) ^[23].

It means the cooperation verified from different perspectives involving government departments, project schools, teachers, students, and society at large to embed GCE in the education system of Vietnam. To enable educators to deliver GCE effectively, professional development programs are

crucial for equipping them with relevant knowledge and skills (Le & Duong, 2023) ^[16]. Moreover, international organizations can provide resources and perspectives that could enrich GCE work in the country (Doan, 2020) ^[5] and build relationships with them.

GCE plays a crucial role in developing English language students in Vietnam, building skills necessary for success in a globalized world. Incorporating GCE into English language programs improves students' language skills and intercultural communication abilities, allowing them to interact effectively with diverse cultures and viewpoints. This will accompany Vietnam's innovative approaches to education reforms with a view to training global citizens (Pham, 2024) ^[23]. Above all, GCE encourages critical thinking and adaptability to prepare students to navigate complex global challenges. GCE develops a sense of responsibility and moral responsibility within pupils by taking part in events involving global issues, allowing them to take action at both local and national levels.

6. Conclusion

This study clarifies the elements affecting the development of global citizens in an international institution in HCMC. Knowledge and Awareness, Skills and Competencies, Engagement and Participation, and Learning Environment and Lifestyle are identified as the four key contributing factors to effective global citizenship education. These results support existing theories of global citizenship and underscore current Vietnamese educational localization to embed global contextual considerations in the school curriculum. These factors can ultimately help educational institutions improve their GCE programs and adequately prepare students for a changing world.

Although results from this study are significant, there are a number of limitations that should be noted. The study was limited to a single public university in HCMC, which is a limitation, making generalizability of results to other types of public universities, and the public and private schools utilizing different types of curricula and pedagogies less appropriate. In addition, as this study was conducted at one institution, future research can widen the scope (i.e. expanding the sample to multiple institutions across regions in Vietnam) to learn more about the dimension and reasons of GCE. Second, although statistical analyses demonstrate the research instrument's validity, qualitative approaches (e.g., interviews and focus groups) could enhance knowledge of GCE through students' experiences and awareness. Future studies might also use mixed-method designs to triangulate results and enhance the rigor of conclusions. Third, despite substantial variance in GCE training attributable to the four factors, this study did not explore a wider context such as government policies; teacher training; and parental involvement. Adjustments on these external factors could enlighten future studies to understand how different stakeholders are implicated in the building up of global citizenship competences in students. Furthermore, longitudinal data following with students over a few years would provide a robust picture of the influence of GCE programs on students' development and engagement in the global society. This would allow us to determine if the factors identified hold steady over the years. Lastly, future studies must assess the impact of digital learning tools, virtual exchange programs and AI-driven pedagogies on GCE results.

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