



The Influence of Individual Background and English Academic Achievement on the Global Competence of University Students

Jiang Dong, Adiza A. Musah

Graduate School of Management, Postgraduate Centre, Management and Science University, Malaysia

Volume6, Issue7, June 2024

Received: 25 April 2024

Accepted: 03 June 2024

Published: 20 June 2024

doi:10.48047/AFJBS.6.7.2024.1035-1041

Abstract: In recent years, the acceleration of the globalisation process has put forward new requirements for the internationalisation of higher education, and universities are paying more and more attention to the development of undergraduates' global competence. In this context, this study conducted a questionnaire survey on undergraduates of a university to comprehensively understand students' globalisation experience, measure their global competence and the level of each dimension, and thus explore the influence of personal factors and English academic achievement on undergraduates' global competence. The following conclusions were drawn from this study: firstly, the individual background factors of undergraduate students have an impact on their development of global competence. Secondly, English academic achievement is an important factor influencing students' global competence.

Key Words: global competence; Individual Background; English Academic Achievement

1 Introduction

Since the 21st century, the international moves into the 3.0 era of the globalisation process and people grow up in an interconnected, diverse and rapidly changing world (Thomas Freedman, 2018). In the context of the new globalisation, the unbalanced globalisation process concerning international trade, digital connectivity, and cross-cultural interactions poses new challenges to educators to rethink the purpose of education, and today's students need a globally aware education. In the field of higher education, university students are the ones who will drive the harmonious and orderly development of the world in the future, and only by strengthening the

development of their global awareness and competence can they enhance their international competitiveness in the ever-changing globalised market. The core concept of higher education is to meet the needs of the country's social development, reform and opening up, so as to cultivate a large number of international talents who are familiar with international rules, have a broad international outlook, and have the ability to participate in international affairs and international competition. At the same time, it is also necessary to promote students to strengthen the exchange and awareness of different cultures at home and abroad, so as to ensure that students can have the ability to correctly deal with international culture.

With the continuous multi-dimensional research on learning outcomes, scholars in the field of education in Europe and the United States have generally held the view that "the progress and growth of students" academic performance and comprehensive ability can reflect the quality of higher education outcomes". According to Harari, a significant number of international students may not be able to fully measure the level of internationalisation of a university, and a true and comprehensive measure of internationalisation needs to be based on the global competencies possessed by students (Harari, 2003). Deardorff, who constructed the Intercultural Competence Model, mentions that the progress made by students possessing global competencies is a good reflection of the relevance of internationalisation of higher education outputs (Deardorff, 2006). Based on the International Education Model, the progress made by students possessing global competencies is a good reflection of higher education quality outcomes. According to the Association of International Education Managers (AIEM), internationalisation should be highly correlated with student outcomes, and the ultimate key to the relevance of internationalisation in higher education is to produce people who are internationally competent and globally competitive for most specific industries.

2 Research Method

This study adopts a quantitative method to explore the influence mechanism of college students' individual factors and English academic achievement on their global competence, so as to add to the further in-depth and systematic study of college students' global competence, and provide certain ideological enlightenment and methodological references for the research conducted by the related fields. The article collects, collates and analyses the results of a questionnaire survey on the global competence of college students in a certain university, and adds the variables of students' individual factors and English language achievement to explore their influence on the global competence of college students, and puts forward countermeasures and suggestions to improve the global competence of college students, which can help provide the direction and practical basis for the universities to improve their globalisation projects, curricula and activities.

2.1 Participants

Two hundred and ten college students at a comprehensive university were selected as subjects. A total of 210 questionnaires were distributed, 198 were returned, and 196 valid questionnaires were obtained after screening and eliminating invalid questionnaires.

2.2 Measures

This study based on the Scale for Measuring Undergraduate Students' International Competence developed and compiled by Liu Yang's team (2015), the scale was classified into three dimensions: global knowledge, global skills, and global attitudes. A five-point Likert scale was used to assess the extent to which the respondents matched their actual situation on a five-point scale: 1=

disagree strongly, 2= disagree a little, 3= Neither agree nor disagree, 4= agree a little, 5= agree strongly.

3 Results and Analyses

In terms of the distribution of the overall sample, male students accounted for 53.6 per cent of the sample and female students accounted for 46.4 per cent of the sample, with male students outnumbered. In terms of discipline, with 55.6 per cent of students in humanities and social sciences and 44.4 per cent in science and technology, there is a more even distribution of humanities and social sciences students and science and technology students, which is due to the fact that the institution is a comprehensive institution.As for their English Academic achievement, the majority of the students have passed the College English Test(CET) band four and band six , accounting for 88 per cent of the total, while some students majoring in English have passed the Test for English Majors (TEM) band four or eight, accounting for 6 per cent, and a small number of students stayed at the high school level only, accounting for 6 per cent.

Table 3-1 Sample Basic Information

variables	type	percentage
sex	male	51%
	female	49%
academic discipline	Humanities and Social Sciences	55.6%
	science and engineering	44.4%
family	urban	69%
	rural	31%
English academic achievement	hig school level	6%
	CET4 or 6	88%
	TEM4 or 8	6%

3.1 The Influence of Individual Background on Students' Global Competence

Variables such as students' individual background can have an impact on their global competence. This study looks at demographic variables (i.e., gender, discipline) to differentially analyse students' global competence and to explore the impact of individual background factors on the level of global competence development of students.

3.1.1 Gender differences in global competence

Table 3-2 Gender Differences in Students' Global Competence

	sex	N	mean	standard deviation	t	Sig.
	male	100	3.412	0.579	-0.892	0.213
	femal	96	3.556	0.602		
Global knowledge	male	100	3.781	0.545	-0.825	0.412
	femal	96	3.563	0.559		
Global skill	male	100	4.002	0.497	-0.087	0.129
	femal	96	4.097	0.479		
Global attitude	male	100	3.831	0.538	-0.848	0.274
	femal	96	3.579	0.564		
Global competence	male	100	3.985	0.573	-0.871	0.208
	femal	96	3.681	0.557		

In order to investigate whether there is a significant difference in the level of global competence development among university students of different genders, independent samples t-tests were conducted with gender as a grouping variable, and the results are shown in Table 3-2. In terms of the mean value, male and female students have a more average level of performance in global competence and its three dimensions. In terms of the test of significance of differences, the significant level of the overall level of global competence and its three dimensions is higher than 0.05, so there is no significant gender difference.

3.1.2 Disciplinary Differences in Global Competence

Table 3-3 Disciplinary Differences in Students' Global Competence

	discipline	N	mean	standard deviation	t	Sig.
Global knowledge	Humanities and Social Sciences	109	3.864	0.592	3.125	0.011
	science and engineering	87	3.673	0.537		
Global skill	Humanities and Social Sciences	109	3.954	0.471	2.965	0.000
	science and engineering	87	3.876	0.451		
Global attitude	Humanities and Social Sciences	109	4.112	0.698	4.012	0.000
	science and engineering	87	3.925	0.579		
Global competence	Humanities and Social	109	3.698	0.468		

Sciences science and engineering	87	3.515	0.421	2.512	0.001
--	----	-------	-------	-------	-------

In order to investigate whether there is a significant difference in the level of global competence development among students of different disciplinary categories, the disciplinary categories as a grouping variable were divided into two categories: humanities and social sciences and science and engineering and independent samples t-tests were conducted, and the results are shown in Tables 3-3. The overall level of global competence and its scores on all dimensions are higher for students in the Humanities and Social Sciences than for students in science and engineering. In terms of the significance of difference test, the significance level of students in the overall level of global competence and each dimension is less than 0.05, so there is a significant difference in the level of development of students in the overall level of global competence and each dimension in different disciplines.

3.2 The Influence of English Academic Achievement on Students' Global Competence

In order to investigate whether there is any significant difference in the level of global competence development among students with different English academic achievement, English academic achievement was taken as a grouping variable and a one-way ANOVA was conducted, and the results of the analyses are shown in Tables 3-4. The results of the significance test on the overall development level of global competence and on the three dimensions are all less than 0.05, indicating that the level of English academic achievement has a significant effect on the development level of students' global competence. According to the results of multiple comparisons, students who have passed TEM 4 or 8 level are significantly higher than students at the CET 4 or 6 level in the overall level of global competence and the dimensions, among which the influence of English academic achievement on students' global competence is most obvious

in the relationship between the performance of globalisation skills, and the higher the level of English academic achievement, the more proficient students are in the use of internationalisation tools, and better mastery of intercultural communication skills.

Table 3.5 English Academic Achievement on Students' Global Competence

	English academic achievement	N	mean	standard deviation	F	Sig.	multiple comparisons
Global knowledge	high school level	12	3.121	0.493	10.129	0.000	1<2<3
	CET4 or 6	172	3.245	0.512			
	TEM4 or 8	12	3.563	0.479			
Global skill	high school level	12	3.769	0.541	68.790	0.000	1<2<3
	CET4 or 6	172	3.790	0.439			
	TEM4 or 8	12	4.211	0.519			
Global attitude	high school level	12	3.513	0.601	17.381	0.000	1<2<3
	CET4 or 6	172	3.969	0.521			
	TEM4 or 8	12	4.011	0.552			
Global competence	high school level	12	3.431	0.441	45.241	0.000	1<2<3
	CET4 or 6	172	3.771	0.478			
	TEM4 or 8	12	3.912	0.496			

Note: 1 represents high school level, 2 represents CET4 or 6, 3 represents TEM4 or 8

4 Conclusion

The test of differences in global competence levels among individual backgrounds of university students found that there was no significant difference in the level of global competence development of students in terms of gender, and that there was a significant difference in the level of global competence of students in terms of subject disciplines and English academic achievement. In terms of disciplines, the level of global competence of students in humanities and social sciences is higher than that of students in science and engineering in general. English academic achievement is an important factor influencing students' participation in globalisation courses and activities. It is found that the global competence level of students with higher English academic achievement is higher than that of students with lower English academic achievement, which is mainly because the level of English academic achievement affects the motivation and enthusiasm of students' participation in globalisation, and students with higher English academic achievement are able to perform better in terms of their knowledge and understanding as well as their intercultural communication skills, which can enhance their own level of global competence.

Reference

1. Thomas Freedman.(2018).The world is flat. Hunan:Hunan Science and Technology Press,75.
2. Outline of the National Medium- and Long-Term Talent Development Plan (2010--2020) People's Republic of China [EB/OL].
http://www.gov.cn/jrzq/2010-06/06/content_1621708.htm.2022-3-20.
3. Harari.(2003). The internationalization of the curriculum.InC.B, Klasek, Bridgesto the future: Strategies for internationalizing higher education. Carbonale,Association of International Education Administrators,93.
4. Liu Yang, Wu Ruilin.(2015). Internationalization of higher education: Design and test of international competence evaluation scale for college students. Fudan Education Forum, 13(1): 44-49.
5. Darlak Deardorff.(2006). Outcome of Internationalization Identification and Assessment of Intercultural Competence as a Student outcome of Internazition. Journal of Studies in International Education, 242.
6. Allen.(2010). What shapes short-term study abroad experiences?A comparative case study of students'motives and goals. Journal of Studies in International Education,(14):452-470.
7. Salisbury,Paulsen,Pascarella.(2011). Why do all the study abroad students look alike?Applying an integrated student choice model to explore differences in the factors that influence white and minority students'intent to study abroad. Research in Higher Education,(2):123-150.