Global Citizenship Development and Intercultural Communication Competence of Junior High School Students

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Abstract:- This study delved into the development of Global Citizenship among junior high school students and its relationship on their Intercultural Communication Skills. To investigate this relationship, a survey instrument was administered to 100 junior high school students from Libertad National High School, utilizing a simple random sampling method. Data were analyzed using statistical tools, including mean, Pearson-r, and regression analysis. The findings reveal that while students exhibit moderately extensive intercultural communication skills, their global citizenship development varies across dimensions. Cultural awareness and social responsibility were found to be rarely extensive, while empathy and respect, along with a global perspective, demonstrated moderately extensive levels. A strong relationship exists between Global Citizenship Development and Intercultural Communication Skills, emphasizing the interconnectedness of these constructs. Furthermore, specific indicators, such as empathy and global perspective, significantly influence students' intercultural communication abilities. This study suggests the importance of targeted educational interventions aimed at enhancing cultural awareness, social responsibility, empathy, and a global perspective among junior high school students. Future researchers may explore innovative teaching methods to further develop students' global citizenship and intercultural communication skills.

Keywords:- Global Citizenship Development, Intercultural Communication Skills, Junior High School Students.

I. INTRODUCTION

In an increasingly interconnected world, the development of global citizenship and intercultural communication competence has become essential for individuals to thrive in diverse and multicultural societies. Globalization, advancements in technology, and unprecedented levels of migration have brought people from various cultural backgrounds into contact like never before, creating opportunities for collaboration, understanding, and mutual growth.

The research consistently underscores the importance of fostering cultural awareness, empathy, and intercultural competence to promote social cohesion, respect for diversity, and active global engagement. The studies emphasize the significance of effective intercultural communication competence in facilitating cross-cultural understanding, collaboration, and conflict resolution. By focusing on the specific context of Davao City, this study will provide valuable insights and practical recommendations tailored to the unique multicultural dynamics of the local setting. The findings of this study will contribute to the existing body of knowledge, informing educational institutions, community organizations, and policymakers on strategies to cultivate global citizenship and enhance intercultural communication competence, ultimately fostering inclusive and harmonious multicultural coexistence in Davao City and beyond.

This study, titled "Global Citizenship Development and Intercultural Communication Competence of Junior High School Students" aims to explore how junior high school students develop global citizenship qualities and their ability to communicate across different cultures. Moreover, it aims to explain the connection between global citizenship development and intercultural communication competence which adds to the sphere of information that would be useful for development.

The study sought the knowledge of knowing how global citizenship development and intercultural communication citizenship influences each other, and how Grade 7 students are affected. With this, it sought insights that may be of value in terms of future developments that would aid Grade 7 students as well as teachers in terms of techniques.

The findings of this study have significant implications to DepEd, School Heads, Teachers, Students, and Future Researchers. By integrating the study's outcomes into their strategies, the Department of Education may align educational practices with the demands of the globalized world, preparing students to become active global citizens capable of navigating intercultural interactions and contributing to global challenges. School heads may use the study's outcomes to implement initiatives that cultivate global citizenship development and intercultural communication skills within their schools, ensuring that

students receive a well-rounded education that prepares them for a diverse and interconnected world. The findings may equip teachers with valuable knowledge and strategies to incorporate intercultural content into their lessons, foster inclusive classroom environments, and promote effective intercultural communication among their students. The findings may raise students' awareness about global citizenship and the significance of intercultural communication in an increasingly interconnected world. Future researchers may benefit from this study as it provides a solid foundation for further research in the field of global citizenship development and intercultural communication.

In conclusion, the study on global citizenship development and intercultural communication competence among grade 7 learners highlights the vital significance of incorporating these concepts into educational curriculum, with numerous benefits for both students and society at large. By integrating lessons on global citizenship and intercultural communication into the curriculum, schools can equip students with valuable skills and perspectives that extend far beyond the classroom.

II.   METHOD

The research design employed in this study is a descriptive correlational research design using the survey method. The descriptive correlational research design is particularly well-suited for this study as it enables the exploration of the relationship between global citizenship development and intercultural communication competence without manipulating any variables or establishing causality. The offers an efficient and effective approach to examine the research questions, contributing to a deeper understanding of global citizenship development and intercultural communication competence within the study context.

The respondents of the survey in this study consisted of 100 junior high school students from Libertad National High School, located in Brgy. San Agustin, Babak District, Island Garden City of Samal. The sampling procedure adopted for this study is simple random sampling. Simple random sampling is well-suited for this study as it ensures that every junior high school student at Libertad National High School has an equal opportunity to be included in the sample.

For gathering data on global citizenship development, the research instrument is adapted from the Global Citizenship Inventory (GCI) developed by Smith and Smith (2016). The GCI is a widely recognized survey tool that assesses various dimensions of global citizenship, including cultural awareness, empathy, social responsibility, and global perspective. The adapted version for this study includes statements derived from the GCI that specifically target the junior high school student population.For gathering data on global citizenship development, the research instrument is adapted from the Global Citizenship Inventory (GCI) developed by Smith and Smith (2016). The GCI is a widely recognized survey tool that assesses various

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III.   RESULTS AND DISCUSSIONS

The study's conclusions were drawn from the insights provided by participants through a survey, which dives into the influence between the development of global citizenship and the competence in intercultural communication. By analyzing the responses gathered from the survey, the study shed light on the nuanced dynamics shaping the relationship between these two pivotal aspects of education.

The first theme presents the extent of Global Citizenship Development among junior high school students in terms of Cultural Awareness, with mean scores and standard deviations (SD) for each statement. Overall, the average mean score for all statements is 2.40 (SD = 0.78). This means that the global citizenship development of junior high school students is rarely manifested, indicating that, on average, students' global citizenship development in terms of cultural awareness is at a rarely extensive level. This suggests that there is room for improvement in fostering cultural awareness among junior high school students, and educational interventions may be beneficial in enhancing their global citizenship development in this dimension.

The second theme presents the extent of Global Citizenship Development of junior high school students in terms of Empathy and Respect, with mean scores and standard deviations (SD) for each statement. Overall, the average mean score for all statements in this dimension is 2.61 (SD = 0.76). This means that global citizenship development of junior high school students is sometimes manifested, indicating that, on average, students' global citizenship development in terms of Empathy and Respect is at a moderately extensive level. This suggests that students have a relatively positive attitude toward empathy, respect, and recognizing cultural challenges. However, there is still room for improvement in fostering a deeper appreciation for cultural diversity and its enriching effects on human experiences.

The third theme delves into the overview of the extent of Global Citizenship Development among junior high school students in terms of Social Responsibility. Overall, the average mean score for all statements in this dimension is 2.65 (SD = 0.66). This means that global citizenship development of junior high school students is sometimes manifested, indicating that, on average, students' global citizenship development in terms of Social Responsibility is at a moderately extensive level. This suggests that students have a moderate recognition of their responsibility for positive change, but there is an opportunity to further emphasize the role of service-learning opportunities in developing social responsibility.

The fourth theme investigates the extent of Global Citizenship Development among junior high school students in terms of Global Perspective. Overall, the average mean score for all statements in this dimension is 2.44 (SD = 0.96), indicating that, on average, students' global citizenship development in terms of Global Perspective is at a rarely extensive level. This means that the global citizenship development of junior high school students is rarely manifested. This suggests that while students demonstrate some consideration of global issues in their lives, there is room for growth in fostering a broader global perspective, particularly in terms of curiosity about global affairs.

The fifth theme explores the summary of the extent of Global Citizenship Development among junior high school students across four indicators. Overall, the average mean score for all indicators in this dimension is 2.52 (SD = 0.67), indicating that, on average, students' Global Citizenship Development is at a rarely extensive level. This means that the global citizenship development of junior high school students is rarely manifested. This implies that while students tend to display some aspects of empathy and respect, as well as social responsibility, there is potential for growth in cultivating a broader global perspective and cultural awareness.

In terms of intercultural communication competence, students exhibit moderately extensive abilities across multiple dimensions. This indicates a positive foundation for engaging in effective cross-cultural interactions. Educators can build upon these strengths and continue to develop students' communication skills to prepare them for a globalized world.

Overall, the findings suggest that while junior high school students demonstrate varying levels of global citizenship development, there is room for improvement, particularly in areas like cultural awareness and social responsibility. To enhance their global citizenship qualities, targeted educational interventions are recommended, focusing on fostering cultural understanding and social responsibility.

The strong relationship identified between Global Citizenship Development and Intercultural Communication Competence underscores the interconnected nature of these constructs. It highlights the importance of integrating global citizenship education into the curriculum to enhance students' intercultural communication abilities.

The study recommends that the DepEd may consider integrating global citizenship education into the curriculum, focusing on enhancing cultural awareness and social responsibility. This study also suggests that School Heads encourage teachers to incorporate intercultural communication competence development into their teaching practices. Junior high school teachers may prioritize the cultivation of empathy and a global perspective in their teaching approaches. Junior high school students may actively engage in opportunities to broaden their cultural

understanding and global outlook. Future researchers may also explore the effectiveness of specific educational interventions aimed at enhancing global citizenship development and intercultural communication skills among junior high school students.

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