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Global Citizenship in Higher Education: An Exploration of Students from a Hispanic-Serving Institution in the U.S.A-Mexico Border

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GLOBAL CITIZENSHIP IN HIGHER EDUCATION: AN EXPLORATION OF STUDENTS
FROM A HISPANIC-SERVING INSTITUTION
IN THE US-MEXICO BORDER

A Dissertation

by

LUIS FERNANDO ALCOCER MEDINA

Submitted to the Graduate College of
The University of Texas Rio Grande Valley
In partial fulfillment of the requirements for the degree of

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Major Subject: Curriculum and Instruction

GLOBAL CITIZENSHIP IN HIGHER EDUCATION: AN EXPLORATION IN STUDENTS
FROM A HISPANIC SERVING INSTITUTION
IN THE U.S.A.-MEXICO BORDER

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by
LUIS FERNANDO ALCOCER MEDINA

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May 2020

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ABSTRACT

Alcocer, Luis F., Global Citizenship in Higher Education, an Exploration in Students from a Hispanic Serving Institution in the U.S.A-Mexico Border. Doctor of Education (Ed.D.), May 2020, 134 pp., 19 tables, 2 figures, references, 103 titles.

In this mixed design study, I explored the relationship between participation in short-term study abroad programs and global citizenship. I and inquired on the meaning making process of Global Citizenship and study abroad in student leaders in a Hispanic-serving Institution located in the U.S.A-Mexico border. The theoretical framework is centered in the global citizenship dimensions - social responsibility, global competence and global civic engagement- developed by Morais and Ogden (2011). I collected 1713 (N=1713) responses and classified them in three groups: Study Abroad alumni (n₁=98), International experience different than study abroad (n₂=1160), and non-international experience (n₃=455). Quantitative participants (n=4) were selected and interviewed through purposive sampling. Students with study abroad and international experience different than study abroad reported a statistically significant difference in social responsibility and global competence, and no statistically significant difference in global civic engagement. The qualitative findings reveal that students perceive global citizenship as an ongoing dynamic process that involves empathy, ethics, connection to the community and leadership.

Keywords: Global citizenship; global citizenship education, higher education, study abroad, Hispanic serving institutions, meaning making, meaning structures, international education internationalization of education; border students, U.S.A-Mexico border students

DEDICATION

A mis padres, Fernando ⁽⁺⁾ and Carmita. To my parents, Fernando and Carmita.

A René, mi amado compañero. To Rene, my beloved partner

A, mi familia y mis amigos. To my family and my friends.

A mis maestros/ To my teachers and professors.

A México, mi patria y a Estados Unidos, mi hogar. To Mexico, my motherland, and the United States, my homeland.

A todo aquel que cree en la paz, y contribuye cada día para hacer este mundo un lugar mejor para todos los seres que lo habitan. To everyone who believes in peace and contributes every day to make this world a better place for all of beings that inhabit it.

A Dios Todopoderoso. To God Almighty.

Gracias, Gracias, Gracias

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CHAPTER I

INTRODUCTION

Statement of a problem

Globalization can be perceived as a new social architecture, as a totalizing force, best understood as the evolution of the capitalist political economy, and the transformation social institutions, including schools, creating new forms of cultural and social influence (Watkins, 2011, p. 325). Globalization involves movement of people, ideas, policies, money, and education policies, which creates a flow of cultures that interact and change (Spring, 2009, p.5)

Education for a global perspective is a need in the global society, to influence the national identity and reach a stage of cosmopolitanism that will create global citizens (Marshall, 2014). Educational systems are identified as places in where the formation of values takes place.

Students learn many aspects about their culture and identities in formal and informal ways while they attend schools, and in this sphere, globalization is a way of thinking and proceeding that holds great promise to the world (Simpson, 2011, p. 339). Mestenhauser (2017) made the distinction of international education as a field of knowledge, and internationalization of higher education as a program of educational change to implement the concept into practice.

Hanvey (2004) proposed that the internationalization of higher education must provide elements for improving the ability to make effective judgments about different world views by focusing on an individual's ability to understand his or her condition in the community and the

world. Deardorff (2006) commented that the commitment to internationalization varies from college to college, but study abroad consistently appears as a primary means of developing intercultural competences among American students.

Intercultural competency is the ongoing process of developing targeted knowledge, skills, and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions (Blair, 2017, p.112; Deardorff, 2006, 2014).

Intercultural competence is a relevant topic for the academic internationalization of higher education, as higher education institutions in the United States and around the world have committed to internationalize their curriculum and their campuses, aiming for the students to be able to successfully perform in the global sphere by developing a sense of global citizenship (Deardorff, 2014; Twombly et al., 2012). Location, cultural immersion, academic rigor, and a deep connection between the learning goals with the institutional mission are important aspects of a study abroad program that effectively influence the development of global citizenship (Womble, De'Armond, and Babb, 2014).

Study abroad represents the central interest of big academic organizations that advocate for internationalization, like NAFSA: Association of International Educators, the Institute of International Education and the Forum of International Education. These organizations have developed initiatives for allocating public funds to support participation through scholarships and grants, as the Fulbright Commission for Education Abroad and the Senator Paul Simon Study Abroad Act among others (Twombly et al, 2012).

The Open Doors report (IIE, 2016) showed that during the academic year 2014-2015, Europe hosted half of the students, while 16% studied abroad in Latin America, 11% in Asia, 4% in Oceania, 3% in Sub-Saharan Africa, and 2% in the Middle East and North Africa.

Minority students represent 27% of study abroad participants; 63% of students participate on short term programs. Despite the fact that the number of students who participate in study abroad in the United States has more than tripled over the past two decades, it does not impact the majority, as less than seven percent of the total student population have participated in international experience during their college years (Womble et al., 2014), mostly because many students perceived international education as elitist, extravagant, not available for most of the student population, and with high financial and opportunity costs for underprivileged students (Lörz, Netz, and Quast ,2016; Gordon, Patterson and Cherry, 2014; Twombly et al, 2012; Spring 2009).

Gordon, Patterson and Cherry (2014) classified the issues that block students for study abroad into two main groups: a) financial fear, and b) cultural barriers. Financial fear is mostly related to students' perception of lacking financial resources for college, and overestimate of study abroad programs cost. Cultural barriers are linked to attitudes, demographics, and cultural and social capital, which at the same time represents the core elements of meaning perspectives and the foundations of habitual frames of reference (Mezirow, 2003, Deardorff, 2006)

Lörz, Netz, and Quast (2016) explained that culture and socioeconomic status are used as frameworks for behavior and perceptions related to achieving success, as per students from privileged families are more likely to intend to study abroad because their expectations of high returns from international experiences are part of their cultural capital. Luo and Jamieson-Drake (2015) found a connection between race, social class, and study abroad participation, as students' demographic characteristics influenced their intent to study abroad. Students with more privileged backgrounds tend to engage in actions and activities that might be appreciated

by society in the future (Weis et al., 2011). Participating in study abroad is correlated also with looking for social recognition.

However, students struggle to find opportunities to do this while abroad (Jackson, 2015; Luo & Jamieson Drake, 2015). Weis et al. (2011) argued that school performance, role models, self-esteem, and aspirations account for the comparison of identity and position in society of students. The presence of powerful role models in the family or school plays a significant role in the decision of study abroad, as these role models may encourage students to study abroad and can influence students to engage in international education experiences (Trilokekar & Ramsi, 2011).

The meaning-making process of study abroad is influenced by issues related to race, gender, and social class (Jackson, 2015; Luo & Jamieson-Drake, 2015; Reilly & Senders, 2009). Ogden (2007) addressed that study abroad should enhance meaningful contact with local issues from the host culture, to learn with and from them, and must the explore new values, assumptions and beliefs.

A constant source of misunderstanding and mistake is the indefiniteness of meaning, and through this vagueness of meaning people misunderstand others, things and themselves; vagueness disguises the unconscious mixing of different meanings and ease the replacement of one meaning to another, and masks the failure to have any accurate meaning (Dewey, 1933). To be precise, a meaning must be detached, single, self-contained, and homogeneous.

The test of the distinctness of a meaning is that it shall successfully mark a group of things that exemplify the meaning from other groups, especially of those objects that convey nearly allied meanings (Dewey, 1933). Dewey (1949) mentioned that no object is so familiar that might not present in a novel situation some problem and arouse reflection to understanding,

and no event is so strange that might not be analyzed and processed until it becomes familiar, through the process of reflection.

Dewey (1929, 1933) also stated that understand something is create meaning about that something by considering of contextual and situational factors. The scientific discipline is based on the construction of meaning, because scientific knowledge involves taking objects and events out from isolation, place them into a larger sphere and make an interpretation of the aspects that we understand, and aspect that are not understood to provoke thinking (Mezirow, 2003).

Scientific work replicates this process once and again, because it takes one situation that has been understood and apply these findings to another, aiming to make it plain and familiar however, all reflective inference presupposes some partial absence of meaning. Something must be already understood in order to make the thinking possible. The process of genuine knowledge consists on the discovery of something not understood in what we have previously taken for granted (Dewey, 1933, p. 129) Increase the storage of meaning makes of conscious of new problems. Only by applying what is familiar and plain to the new situation will be useful to solve these problems. (Dewey, 1933; Mezirow, 2003)

Mezirow (2003) presented the concept of meaning structures that comprehend two categories: meaning schemes and meaning perspectives. Mezirow (2003) defined meaning schemes as sets of related and habitual expectations that govern relationships and event sequences and meaning perspectives as made up of higher-order schemata, theories, propositions, beliefs, prototypes, goal orientations and judgements.

Mezirow (2003) explained that meaning structures are understood and developed through the exercise of reflection, and that people are able to understand themselves, and then understand the context by filter their experiences through their meaning structures.

To question the validity of a long taken-for-granted meaning perspective predicated on a presupposition about oneself can involve the negation of values that have been very close to the center of one's self concept. (Mezirow, 1990). Skills, sensitivities, and insights are relevant to participating in critical-dialectical discourse—having an open mind, learning to listen empathetically, relating premature judgment, and seeking common ground (Kitchenham, 2008; Mezirow, 2003).

Mezirow (2003) stated two dimensions of the thinking process used for the construction of meaning: meaning schemes and meaning perspectives. Meaning schemes are sets of related and habitual expectations governing cause-effect relationships and any other event sequence, are habitual, implicit rules for interpreting. Meaning perspectives refer to the structure of assumptions within which new experience is assimilated by one's experience through interpretation; meaning perspectives are made from theories, beliefs, prototypes, goal orientations and evaluations, and constitute habits of expectation to objects or events to form and interpretation.

Meaning perspectives involve ways or understanding and using knowledge and ways of dealing with feelings about oneself are acquired through cultural assimilation and might be intentionally learned, or however, some meaning perspectives are stereotypes of gender, race, socio economic status and national origin that are unintentionally learned (Mezirow, 2003).

Meaning perspectives are acquired through the process of socialization, often in a context of an emotionally charged relationships with parents, teachers, mentors and media

(Dewey, 1929; Mezirow. 2003; Mansilla & Gardner 2007; Perry, Stoner & Tarrant, 2012; Galinova, 2015), and remain in use until the individual is guided to inquiry about themselves. Meaning is central in mental life, and a central function of all human reflection, because represents an essential mark of thinking, the object of all testing, the satisfactory conclusion of an inference (Dewey, 1933).

As meaning making involves the consideration of environmental, cultural and social facts in their process, a difference in meaning schemes and perspectives represents a challenge for the development of global citizenship (Mezirow 1990, 2003; Cranton, 2006). Mezirow (1990) presented the concept of meaning structures by describing meaning schemes and meaning perspectives as its components. meaning schemes as habitual, implicit rules for interpreting and meaning perspectives as the assumptions within which new experience is assimilated and transformed by one's past experience during the process of interpretation that involves the application of personal constructs, ideologies and perceptual filters that are used as habits of reflection on beliefs, objects and events.

Mezirow (2003) pointed out that critical reflection implies a constant review of the prior learning towards meaning change; nevertheless becoming critically aware of the own presuppositions involves challenging the self-established and habitual patterns of expectation, that work as the meaning perspectives with which individuals make sense of their encounters with the world, others and themselves.

Deardorff's (2006, 2014), Tarrant's (2010) and, Morais' and Ogden's (2010) have integrated the transformative learning processes in the enhancement of global perspectives in students that have participated in education abroad through the implementation of critical reflection on the study program content.

Critical reflection works as a mediator between the familiar, the unfamiliar and the frames of reference in the meaning making process proposed by Mezirow (2003), and it is a main element on the global citizenship notion developed by Morais and Ogden (2010). Critical reflection is then an activity that established the connection between understanding a notion that can be later integrated in the ongoing process of intercultural competencies that are transformative.

Transformative learning occurs through critical reflection, as students face a disorienting dilemma that make them analyze their beliefs systems and meaning structures, identify a common element on the new phenomena, make sense of the differences among the previous and the new experience and environment, generate new meaning, and integrate the new meaning into the meaning structures (Mezirow, 1990; 2003; Cranton, 2006) towards a global understanding.

Thus, achieving global citizenship implies the modification the meaning perspectives through a higher order mental process that a critical reflection on beliefs, analogies, generalization and evaluation, in order to analyze, perform, discuss and judge notions related to the role of an individual as a member of society, and the effects of the social membership in the global sphere (Galinova, 2015; Morais & Ogden, 2010). Furthermore, empirical thinking depends of past habits, intellectual growing implies to expend the meaning schemes by critically reflecting on past circumstances and consciously inquiring about the validation of meaning (Mezirow, 2003; Cranton, 2006).

The meaning schemes and perspectives are also formed in schools as habitus of thinking; Weis, Meyer, Kupper, Ciupak, Stitch, and Lalonde (2011) mentioned that habitus encompasses all of the general dispositions -ways of doing things, or reacting and of being-

which result from the accumulation of past learning, inculcated by the family, school and social environment. Weis et al., (2011) also pointed out that ideological messages are distributed through curricular forms that affect the organization, transmission and assessment of knowledge, and influence the reproduction of class relationships in capitalist societies. Lantis and Duplaga (2010) expressed that the study abroad decision process begins at home, because students search for their identity, and their position in society by using what they have learned from their family and their formal and informal educational experiences.

Validating a belief in the realm of communicative learning involves making a judgement regarding the situation and its circumstances in which what is asserted is justified (Mezirow, 2003; Cranton, 2006), as the purpose of this research has been established examine the possibility of similarities in the meaning making of the notion of Global Citizenship between students who participate in study abroad and students that have only taken classes on campus in Hispanic Serving Institutions located in the US-Mexico border.

Thus, further research is needed on how students' meaning making is being impacted by short term study abroad programs (Walters, Charles, & Bingham, 2017) and how study abroad helps students to become global citizens. Moreover, it is important to investigate how underrepresented minority (URM) students' participation in international education is related to their global awareness, global social responsibility, global competencies, and global civic engagement (Morais & Ogden, 2011; Mansilla & Gardner, 2007; Tarrant, Stoner, Borrie, Kyle, Moore, R. & Moore, A 2011) when attending URM serving institutions.

Purpose of the Research

Educators have a tremendous responsibility for enhancing global citizenship, as schools play an important role in the formation of people (Galinova, 2015). A significant issue in higher education is the integration of international issues in the curriculum that enhance global

citizenship, and the role that study abroad plays in this process. Using Morais' & Ogden's (2011) global citizenship framework, the purposes of this dissertation are a) to examine the relationship between participation in short-term study abroad programs and global citizenship dimensions, and b) to explore how students leaders of student organizations make meaning of global citizenship dimensions (as defined by Morais & Ogden (2011); these students attend a HIS on the U.S.A-Mexico border

Research Questions

The guiding research question of the quantitative component of this dissertation is: To what extent do students from a Hispanic Serving Institution (HSIs) in the U.S.A-Mexico Border who participate in study abroad programs develop a different index of global citizenship than those who are only exposed to international affairs on campus?

The qualitative research questions to be answered in this dissertation are:

- 1) How do his student leaders in the U.S.A.-Mexico border make meaning of global citizenship?
- 2) How do these student leaders make meaning of social responsibility when exposed to study abroad?
- 3) How do these student leaders make meaning of global competences when exposed to study abroad?
- 4) How do they make meaning of global civic engagement when exposed to study abroad?

Conceptual Framework

The conceptual framework is focused on global citizenship and the implications of the term for higher education. Globalization is inherent to the history of humanity, and has been constantly present in the literature of modern times as the sense that the world and its inhabitants are an interdependent and interconnected global system (Guttek, 2011, Stiglitz, 202, Watkins,

2011, Boli & Lechner, 2011, Spring, 2009, Collin & Apple, 2012). To Stiglitz, (2002) globalization is the closer integration of countries and peoples across the world, facilitated through reduced costs of transportation and communication, resulting in the breakdown of artificial boundaries that limit the flow of goods, symbols, and the proliferation of organizations and institutions of global reach that structure those flows (Boli & Lechner,2008). Watkins (2011, p. 327) proposed to conceptualize globalization as a totalizing social force, which effects transform social institutions, and have been creating new forms of cultural and social influence along the planet.

Changes in the politics, economics, social and institutional life of the world resultant of the contact that many groups have had through migration, commerce, and colonialism, which represents the roots of neoliberalism, an economic approach that serves as the foundation of the social architecture of the modern world (Stiglitz, 2002, Watkins, 2011; Galinova, 2015). Spring (2009) commented that globalization in education is related to the flow of ideas, the development of a global market for education, and the provision of educational services that aimed the enhancement of students' awareness of their role in the global society.

Hence, schools are visualized as places to develop skills for participate in the economy, and “make people be ready to involve in the unfolding process of globalization” (Collin & Apple, 2012 p. 296) by exposing them to international affairs and education. International education then consists on both formal and informal knowledge, cognitive, experiential, holistic and implicit domains of learning with the purpose to explain the thinking and behavior patterns of people in various cultures and understand the reasons why it happens (Mestenhauser, 2017).

Curriculum and education are implicated in the global flow of ideas (Ornstein and Huskins, 2012; Pinar, Reynolds, Slattery & Taubman, 2007; Dewey, 1929). Ornstein and

Huskins (2012) conceptualized curriculum as a dynamic field, resultant from social activity, designed for both present and emerging purposes. Pinar et al., (2007) argued that the field of curriculum aims to launch understanding of the relationships among the school subjects, as well as issues within the relationship between the curriculum and the world.

Dewey (1929, p. 40) stated that “education is the fundamental method of social progress and reform, because an individual that is to be educated is a social individual, and society is an organic union of individuals”, thus, education is a constant terrain with tremendous power to shape the form that globalization takes the present and shapes the future (Gallegos, 2012,) by influencing the social, cultural and educational practices in the world.

However, the global phenomenon has broader cultural, political, environmental dimensions, with a close connection to education, instruction, curriculum, citizenship, and global social improvement, through the notion of global citizenship. Higher education institutions are considered places where students are expected to involve in critical reflection, where they can make meaning of their role as global citizens. Hence, education for a global perspective is a necessity of the global society, as with guidance of global educators, students can trespass their national identities, and reach a cosmopolitan vision that will create responsible and active global citizens (Marshall, 2014).

The Global Citizenship notion was established following the Second World War, relying on ancient cosmopolitan ideals of a universal human community and the goal of mediating ties and allegiances to overlapping, interdependent political and moral communities, and revolved heavily around the founding of the United Nations (Schattle, 2008, 2009). Growing interest in issues related to global citizenship has led to an enlarged attention to the global dimension in

citizenship education as well, and the implications for policy, curricula, teaching and learning (Deardorff, 2006, 2014; UNESCO, 2015).

Global Citizenship is an ongoing process of developing targeted knowledge, skills, and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interaction (Blair, 2017; Deardorff, 2006, 2014;). Become interculturally competent (Deardorff 2006, 2014) is a one of the relevant characteristics that a citizen of the world possesses and uses to perform successfully in a globalized environment (Morais & Ogden, 2010; Perry, et at, 2012; Tarrant, et al, 2011).

Becoming a global citizen is a matter of understanding and expanding frames of reference and meaning. Mansilla and Gardner (2007) argued that teaching global citizenship issues places students at the center of contemporary debates and dilemmas about who they are. Mansilla and Gardner (2007) centered their idea of global citizenship on the achievement of global consciousness, which they defined as the capacity and the inclination to place oneself and the people, objects and situation with which one come into contact in the world to develop an explanatory framework of the global processes, and be aware of their in the global context.

Mansilla and Gardner (2007) proposed three cognitive-affective capacities of the global consciousness: a) global sensitivity, which entails the awareness of local experience as a manifestation of a broader development in the planet b) global understanding, explained as the capacity to think in flexible ways about contemporary worldwide developments within a framework to interpret and organize daily practices and products, and c) global self-representation, or the perception of oneself as a global actor, a member of humanity with a sense of belonging that guides actions and prompts civic commitments; through the global self,

the student contextualize the experiences advancing at once the understanding of the world and ourselves in relation to it.

Tarrant, Rubin, & Stoner (2014) commented that citizens are global because of the sustainable consequences of their actions and decisions. Perry et al., (2014) established a framework of three basic characteristics of the global citizen: (a) social responsibility (concern for others, for society at large, and for the environment), (b) global awareness (understanding and appreciation of one’s self in the world and of world issues), and (c) civic engagement (active engagement with local, regional, national, and global community issues).

Tarrant et al. (2014) proposed that an Earth citizen has accepted the obligation to act in a fair and just manner, motivated by social responsibilities and awareness, considering the welfare and concern of other distant people.

Morais and Ogden (2011) considered three basic dimensions of global citizenship: 1) social responsibility, 2) global competence and 3) global civic engagement. I reproduced Morais and Ogden (2011) dimension of global citizenship on table 1.

Table 1

Descriptions of the Global Citizenship Dimensions-Level 2

Social Responsibility	Global Competence	Global Civic Engagement
Interdependence and social concern to others, to society, and to the environment	Understanding one’s own and others’ cultural norms and expectations and leveraging this knowledge to interact, communicate, and work effectively outside one’s environment	Recognizing local, state, national, and global community issues and responding through actions such as volunteerism, political activism, and community participation

(Morais & Ogden, 2011)

Students with social responsibility recognize the connection between local behaviors and their global consequences (Morais & Ogden, 2011; Mansilla & Gardner, 2007). Globally competent students reveal a range of intercultural communication skills and can engage successfully in intercultural encounters (Morais & Ogden, 2011; Deardorff, 2006, 2014).

Students with global civic engagement demonstrate action and/or predisposition toward recognizing local, state, national, and global community issues and respond through activities such as volunteerism, political activism, and community participation (Tarrant et al., 2011; Perry et al., 2012; Morais & Ogden, 2011; Mansilla & Gardner, 2007).

Morais and Ogden (2011) explained these dimensions: 1) Social responsibility implies to reflect on global justice and disparities, altruism and empathy, and global interconnectedness and personal responsibility; 2) global competence implies self-awareness, intercultural communication; and 3) global knowledge, and global civic engagement relates to involvement in civic organizations, political voice and global civic activism, as shown in table 2.

Study abroad provides a valuable opportunity for college students to gain exposure and develop understanding of their own and other cultures, get fresh insights, and question frames of reference. As Dewey mentioned (1929/2009), an educated individual is a socially educated individual. Global educators strive to render their students competitive in the international economy, while also instilling awareness and empathy of other countries, cultures, and issues of common concern across the planet (Schattle, 2009).

Students must be able to make meaning of their exposure to international education, and educators play an important role in encouraging students to connect to global implications in a thoughtful, open, and sensitive, to change their frames of references in a critically-reflective

way, and are a resource to guide the students' meaning making process (Dewey, 1929; Mezirow, 2003, Simpson; 2012 p. 346).

Table 2:

Global Citizenship Dimensions-Level 1

Social Responsibility	Global Competence	Global Civic Engagement
1. <i>Global justice and disparities.</i> Students evaluate social issues and identify instances and examples of global injustice and disparity.	1. <i>Self-awareness.</i> Students recognize their own limitations and ability to engage successfully in an intercultural encounter.	1. <i>Involvement in civic organizations.</i> Students engage in or contribute to volunteer work or assistance in global civic organizations.
2. <i>Altruism and empathy.</i> Students examine and respect diverse perspectives and construct an ethic of social service to address global and local issues.	2. <i>Intercultural communication.</i> Students demonstrate an array of intercultural communication skills and have the ability to engage successfully in intercultural encounters.	2. <i>Political voice.</i> Students construct their political voice by synthesizing their global knowledge and experiences in the public domain.
3. <i>Global interconnectedness and personal responsibility.</i> Students understand the interconnectedness between local behaviors and their global consequences.	3. <i>Global knowledge.</i> Students display interest and knowledge about world issues and events.	3. <i>Glocal civic activism.</i> Students engage in purposeful local behaviors that advance a global agenda.

(Morais & Ogden, 2011)

Significance of the study

De Sousa Santos (2017) stated that educators with no deep comprehension of the repercussion of colonialism, globalization, global and global education might be enhancing notions of global citizenship that reinforce the abyssal thinking among societies, which might be impeding students to appreciate the possibilities and challenges of a global society.

Envisioning globalization is an opportunity to increase capital with social responsibility, and this is an issue that must be addressed by educators, as they can center the curriculum towards reaching true cosmopolitanism on true state of global citizenship (Galinova, 2015;

Schattle; 2009). The ideal of global citizenship from a neoliberal point of view set conditions that prevail individuality and competition over common good and international educators are key to the development of global consciousness and awareness (De Sousa Santos, 2017; Galinova 2015, Tarrant et al., 2014).

Jackson (2015) mentioned that international educators can impact the role of education in the construction of global citizenship by combining study abroad and post-return on campus activities. Nguyen (2015) stated that students who did not in study abroad have claimed that listen to friends and faculty sharing their experiences served as a major influence on perception and motivation to learn more about international and local issues.

Becoming a global citizen, as explained by Deardorff (2006, 2014) is an ongoing process that involves attitudes of respect for other cultures, openness, tolerance, curiosity and discovery, to develop knowledge and comprehension of the self-culture and other cultures, to critically reflect on their frame of reference in order to improve communication and effective behavior in intercultural situation.

International education is a field of knowledge, and internationalization of higher education is a program of educational change to implement the concept into practice (Mestenhauser, 2017). Hanvey (2004) proposed that the internationalization of higher education must focus on the development of the individual's ability to understand his or her condition in the community and the world and provide elements for improving the ability to make effective judgments about different world appreciations.

The terms Intercultural Competence, multiculturalism, cross-cultural adaptation, intercultural sensitivity, cultural intelligence, international communication, transcultural

communication, global competence, cross-cultural awareness, and global citizenship are synonymous, as proposed by Deardorff (2014, 2006).

Youth must understand key global patterns and dilemmas, by developing global consciousness through examining the changes in the world and their participation on them, which involves critical reflection and meaning making; Deardorff (2006; 2014) established that the overall external outcome of intercultural competence is defined as effective and appropriate behavior and communication in intercultural situations, and explained that Intercultural competencies can be develop through the curriculum and through co-curricular activities, which bring and intercultural and global dimensions to the students' educational experiences.

Deardorff (2006; 2014) stated that the terms intercultural competence, global competence, global education, and global citizenship are synonymous, and explained that the development of intercultural competence is an ongoing process for individuals, as they have to be given opportunities to reflect on and assess the their own intercultural competence over time; this process entails a lot of critical thinking and reflection for the individual to acquire and evaluate knowledge, attitudes of respect, openness, and curiosity that have an impact of all aspects of intercultural competences.

Being ethnocentric, and envisioning globalization only as an opportunity to compete and increase economic capital is a common perspective presented on higher education institutions from developed countries, leaving social responsibility and environmental justice with less importance than profit (De Sousa Santos, 2017). To fulfill the need of global education, higher education institutions in the United States have committed to internationalize their campuses and their curriculum, aiming for their students and alumni to be able to successfully perform in the global sphere by becoming interculturally competent.

Prejudice and hegemony are also educational challenges for global citizenship achievements (De Sousa Santos, 2017; Randolph-Leigh, 2011, Weiner, Galinova, 2015). Individuals have a distinctive meaning perspective about problem solving and cultural communication which can be respond to structure of abyssal thinking.

De Sousa Santos (2017) argued that modern western thinking is an abyssal sort of thinking, because it is based on visible and invisible distinctions of the social reality; De Sousa Santos (2017) pointed out that Western modernity means the coexistence of the civil society and the state of nature, separated by an abyssal line where the hegemonic lenses declare the nonexistence of the state of nature.

Abyssal thinking was inherited from early humanist, which concluded that people whose culture did not match the generally accepted meaning scheme of human were considered subhuman; any lifestyle that did not match the Old-World view of what does being human involves was automatically excluded from humanity and were considered candidates for social inclusion. This constitutes the foundations for a hegemonic thinking that prevails in modern Western thinking, and it is used as a criterion for judgement today with the same intensity that in early colonial times (De Sousa Santos, 2017).

The use of education as a commodity represents a challenge for to higher education and to the creation of global citizenship. Global social injustice is linked to global cognitive injustice (De Sousa Santos, 2017 p. 16). Randolph-Leigh (2011) argued about the existence of a connection between educational opportunity and economic participation, because it is presumed that educated people have developed basic cognitive skills that makes them produce higher returns on wages.

Furthermore, neoliberals argue that the problems in inequality and inefficiency have been created by the development of centralized, publicly supported systems of education (Weiner, 2011) and propose the creation of a true educational market based on flexibilization of the education in where merit and individual effort are mechanisms that secure the efficiency of the educational services.

Weiner (2011) explained that the neoliberal model of market education rejects the model of student characteristics, proposed to focus the spending on primary and basic education, divert the funding for higher education, and support for-profit institutions. Weiner (2011) argued that the neoliberal model aims to perpetuate inequality by despairing massive public basic education, increase tuition for public higher education and turn teacher quality into an issue of only individual characteristics, not as an instrument for social progress.

The idea of students becoming global citizens turns into a scenario of global competition in where disadvantaged students have less probabilities to succeed. Galinova (2015) mentioned that social problems become much more visible on a global scale, and more people become aware of the pressing need to confront inequality, constructing the identity of the global citizen is a complex process due to different cultures, perspectives and approaches that interact in the world.

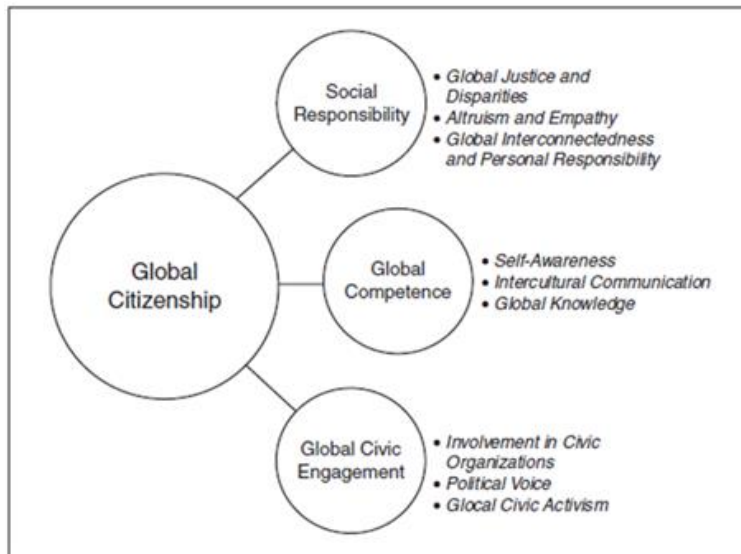
Galinova (2015) criticized that educators and students are better attuned to the neoliberal discourse on acquiring knowledge and skills in order to be competitive in the global economy, and through the whole network of influences coming from parents, peers and media, many students have adopted a neoliberal mindset by the time they start college. Galinova (2015) proposed to settle global citizenship on moral cosmopolitanism, with key attributes: Other-

orientedness, empathy, diversity and critical worldview, and suggested that the cosmopolitan spirit is about building bridges, and not walls.

Morais and Ogden (2011), considered that Social Responsibility and Global Civic Engagement relate to the intercultural competence, and proposed that Global Citizenship can be seen as interaction of these three main components.

Figure 1

Global Citizenship Dimensions



(Morais & Ogden, 2011)

Higher education institutions in the United States seek to increase global citizenship in their student population by including international issues in the curriculum, and through study abroad programs (Stroud 2010, Morais & Ogden, 2011).

Study abroad represents one of the most common approaches to global education; it consists of a foreign academic program in which students do academic and cultural activities in another country (Guttek, 2011).

Education abroad programs in their two main modalities -Academic/year semester abroad, and faculty led short term trips- have a crucial role in the development of intercultural skills, mind-openness, and set of international dimensions in students (Anderson, Lawton, Rexeisten & Hubbard, 2006), and are perceived as a necessary component in the construction of global citizenship (Braskamp, Braskamp & Merrill, 2010).

Learning to be a global citizen is expected to be transformative learning process, it starts with a situation that represents a disorienting dilemma, which is expected to be resolved through critical reflection (Cranton 2006; Mezirow 2003;) towards the change is thinking structures for good, towards a responsible and respectful patter when facing an intercultural situation.

During the study abroad experience, students place themselves into a situation that is not either entirely unfamiliar, neither completely known. The foreign settlement might lead students to critically reflect on attitudes and social positions simply because there are more possibilities to extend their network, however, the abroad experience can also result on the increase of segregation attitudes, and the reinforcement of ethnocentrism, unless students receive guidance from an international educator during their critical reflection process (Deardorff, 2006, 2014; Tarrant et al, 2011; Tarrant, 2010; Trilokekar & Ramsi, 2011; Thomas, 2001). Even though international experiences and study abroad might be synonymous, becoming a global citizen is, in many cases, an expected learning outcome in study abroad participants (Walters et al., 2017; Morais & Ogden, 2010).

Researching about global citizenship will provide information for the broader field of education that can be used to increase awareness and understanding of the critical importance of education abroad experiences, and not only appreciate international travel to show economic

status. Research on HSI students' who study abroad will contribute to the existent literature focused in the understanding of how students reflect on their habits of expectation of their international experience once they have been exposed to it, and how their environmental and social conditions influence their behavior. study abroad is a complementary experience that can enhance global citizenship on higher education students

CHAPTER II

REVIEW OF THE LITERATURE

Most of the research performed on globalization refers to economics because globalization is portrayed as “the inevitable and irresistible process integration of world economies, cultures and political orders” (Collin and Apple, 2012, p. 298). Hence, research on students who participated in education abroad can generate information that will contribute to the literature related to these students’ decision-making process of academic development, school persistence, degree attainment, and professional pathways. This chapter thus focuses on research conducted by others on study abroad and global citizenship.

Study Abroad

The commitment to internationalization varies from college to college, but study abroad consistently appears as a primary means of developing intercultural competences among American Student (Twombly, Salisbury, Tumanut & Klute, 2012) Womble et al., (2014) commented that location, cultural immersion, academic rigor, and linking learning goals and objectives to the college mission are important aspects of a study abroad program.

Students who participate in education abroad programs are expected to construct international awareness, increase cross cultural communication skills, frame intercultural competence, and enhance tolerance for uncertainty and promote social and individual growth (Dolby, 2007; Spring, 2009; Womble et al., 2014; Twombly, et al, 2012).

Luo and Jamieson Drake (2015) encountered that undergraduates who spent time socializing with friends have an increase in the attitudes related with positive aspirations to study abroad; the artistic ability, join a social fraternity or sorority, participate in student clubs, and create expectations to understand of other countries in curricular and co-curricular activities had positive influence on the intent of study abroad.

Lou and Jamieson Drake (2015) found that promoting racial, and socio-cultural understanding are negatively correlated with the intent to study abroad, as students from underrepresented minorities and those who have experienced discrimination on campus, have chosen not to study abroad due to the fear of being discriminated in the foreign country by nationals of the host country, by their classmates while abroad, of both; students who planned to pursue a master's or higher degree, as they do not have any responsibility within the family income, were more likely to participate in study abroad;

Luo and Jamieson-Drake (2015) also found that socio-economic variables, such as parental income, financial resources, and parental education, were not significantly correlated with intent to study abroad, nonetheless, they remarked on the fact that their research was conducted in a private university with the majority of the student body with similar socio-economic characteristics (Luo & Jamieson Drake ,2015). Randolph Leigh (2011) considered that the relationship between educational opportunity and economy is used as a tool for social selectivity as it adversely affects individuals of low socio-economic status; students may be in a position where they cannot afford the actual cost, or the opportunity cost of being absent for the work market.

Thomas (2001) encountered that study abroad might favor segregation of underprivileged students. Thomas found that in minority families in the United States, every member of the

household has an expected participation in the integration of the family income, and the individual who is pursuing a higher education degree is usually the only member one who is fluent in English, what makes have him or her away from home a problem for the entire family.

Lörz, Netz and Quast (2016) conducted a study aimed to understand the mechanism of study abroad participation in undergraduate students from a public university. Lörz, Netz and Quast (2016) found that undergraduate students are influenced by the educational experiences of their families; students whose families have members with academic degrees are more likely to participate in study abroad.

Lörz, Netz and Quast (2016) encountered a relationship between socioeconomic status, academic performance and intentions to study abroad; students with lower socioeconomic status have academic performance related issues that prevent their participation in study abroad. Lörz, Netz and Quast (2016) also found that cost sensitivity is not a statistically significant issue in the study abroad decision process of German students.

Lörz, Netz, and Quast (2016) found that students with lower cultural capital are less interested in participating in study abroad. Thus, students with lower SES students perceived education abroad as an unnecessary luxury that themselves and their parents cannot afford, and they do not consider the abroad exposure as an experience that will lead them to future opportunities that will increase their economic capital and social mobility.

Lörz, Netz, and Quast (2016) encountered that disadvantaged students perceive themselves as unable to successfully perform in a foreign environment, and their self-identification with a lower social class reinforces this idea, therefore low SES students' attitudes towards study abroad is correlated with the lack of someone in their family who participated in international mobility. Lörz, Netz, and Quast (2016) discussed that the acceptance of a pattern of

inequality is a resultant from educational decisions that underprivileged students made earlier in their life.

For economically or socially disadvantage students, enroll in an educational journey outside of their homeland might not be a feasible activity (Lörz, Netz, & Quast, 2016) unless they identify support elements in the host country that help them handle the financial and cultural barriers, and the integration of study abroad as an advantage for future employability

Study abroad alumni face the market misunderstanding of abroad experiences, and struggle to capitalize their abroad experience. Harder, Andenoro, Roberts, Stedman, Newberry, Parker & Rodriguez (2015) conducted a study that inquired about the connection between study abroad and employability.

Harder et al., (2015) found that interpersonal leadership, communication skills, ability to build relationships, adaptation, and openness to learning are desirable characteristics in recent graduates and more experienced job candidates, however. Harder et al. (2015) also found that several employers stated that cultural and global competencies are not a factor that they take into consideration when reviewing a resume or designing a job profile, as employers do not consider intercultural competencies as a factor that influence permanency in the company; nevertheless the same employers expressed that they appreciate and highly value that the potential candidate has participated in international education while in college.

Harder et al. (2015) stated that potential employers do not have the terms of global citizenship operationalized at the same level of someone related to the education industry, and this condition disregarded some candidates capacities in the employers eyes; Harder et al., (2015) stressed that employers are looking for people who have studied in another country, but employers have no clear definition if this preference is linked to job proficiency, or social norms;

some employers, as well of educators and students have a misconception of study abroad, as it be perceived as educational tourism, and not as an activity that provides opportunities for personal, intellectual and professional growth

Jackson (2015) pointed out that as a faculty leader for study abroad programs, she has seen how some students transformed in an international environment , became much more open-minded, and increase their cultural and social capital, but she has also observed others students who retreated to the safety of being in a group within students of the same ethnicity and same first-language, whose lack of attitudes to initiate or establish any intercultural relationship made them loosed any possibility to enhance their social capital and develop a new habitus that can result in developing intercultural competence that can enhance their possibilities of social mobility.

Even though intercultural competencies can be developed through the curriculum and through co-curricular activities (Deardorff, 2014), students' physical, cultural and educational adaptations become necessary, developing cultural understanding while abroad (Smith & Krause, 2009). International educators, more specifically through their role as study abroad program advisors or leaders, serve as a liaison between students and intercultural competency, as they serve as guides in the appreciation of the global nature by developing first-hand experiences outside for students their own culture and context (Womble et al., 2014; Hovey & Weinberg, 2009).

Because study abroad participants are exposed to a different environment, they can critically reflect on their experiences and question their frameworks of reference assisted by faculty or advisors. The development of intercultural competences entails critical reflection for the individual to acquire, in order to create meaning of their international experience, and

become interculturally competent. Jackson (2015) found that international educators can impact the role of education in the construction of global citizenship by combining study abroad and post-return on campus activities.

Savicki and Cooley (2011) conducted a study to inquiry on identity and self-definition of undergraduate students from a public university in the west of the United States. Savicki and Cooley (2011) stated American identity as the dependent, study abroad participation as the independent variable, and classified the students in two groups: study abroad alumni and home students.

Savicki and Cooley (2011) found that home students did not explored their conceptualization of American Identity, and reported no change in their self-definition, while the study abroad group showed an exploration and questioning of their identity and self-definition. Savicki and Cooley (2011) explained that the exploration was connected to the students contact with foreign cultures in another country.

Walters, Charles and Bingham (2017) researched on the impact that short term study abroad programs have on students' learning, personal development and global citizenship. Walters et al. (2017) found that participants of short-term study abroad is positively correlated with transformative learning and study abroad. Walters et al (2017) encountered that students who participated in study abroad programs focused on health sciences reported moderately higher indexes of critical reflection and global citizenship than their counterparts in other areas.

Walters et al. (2017) also found that students who participated in programs hosted in countries with lower socioeconomic status reported a higher index of global understanding and critical reflection than the ones in developed countries. Walters et al (2017) concluded that study abroad is a potential issue to achieve transformative learning and global citizenship

Global Citizenship

The development of global citizenship attitudes in higher education students has been extensively researched in the last decade with groups of students who have participated in short and long-term study abroad programs (Deardorff, 2006, 2014; Perry et al, 2012; Twombly et al., 2012; Hovey & Weinberg, 2009). Global citizenship is a desired outcome of all higher education students.

Students who participate in education abroad programs are expected to become global citizens; research showed that study abroad students constructed international awareness, increased cross cultural communication skills, enhanced tolerance for uncertainty , promoted social and individual growth and framed global consciousness towards global and local actions towards community improvement (Deardorff 2014, 2006; Horn & Fry; 2013, Morais & Ogden, 2010; Streitwieser & Light, 2009,2018)

Global educators strive to render their students competitive in the international economy, while also instilling awareness and empathy of other countries, cultures, and issues of common concern across the planet (Schattle, 2009). Because one of the most desired goals for higher education institutions for their students is to be able to successfully perform in the global world, Deardorff (2006, 2014) discovered the Intercultural Competencies as dynamic cycle, in where attitudes of respect, openness, curiosity and discover are identified by the individual through exposure to international situations.

Deardorff (2006) conducted a Delphi study which resulted in a systematic approach of mapping a process for individuals to act in intercultural situations. Deardorff (2006) encountered that the knowledge & understanding of the world implies the developing of cultural self-awareness, deep cultural knowledge, and sociolinguistic awareness through listening, observing, analyzing, interpreting and relating with this frames of reference as a point of start. Deardorff

(2006) found that individuals construct a new informed frame of reference based in empathy, adaptability, flexibility and an ethno-relative view that will lead to effective and appropriate behavior and communication in each intercultural situation.

Furia (2005) performed a survey research focused on the premise that global citizenship is an elitist concept appealing to privileged individuals. As a result of this research, Furia (2005) established the education as an independent variable, and cosmopolitanism or global citizenship as the dependent variable, and encountered no significant differences among groups and concluded that global citizenship is not a preserve of any socioeconomic group.

Streitwieser and Light (2009) researched on the conceptualization of global citizenship in study abroad. Streitwieser and Light (2009) performed a survey and a phenomenological study to inquiry on the concept that study abroad alumni developed towards global citizenship.

Streitwieser and Light (2009) found that global citizenship entails global existence, global acquaintance, global openness, global participation and global commitment.

Streitwieser and Light (2009) encountered that the conceptualization of global citizenship of undergraduate students is connected to the students' physical presence in a foreign land, as it allows to gain global knowledge by travel constantly. The constant travel paired with critical reflection made students not to see their own country as the center of the universe, be critical and responsible with consumption choices, and be open-minded. Streitwieser and Light (2009) concluded that global citizenship involves a developmental process of self-understanding and global skills.

Tarrant, Stoner, Borrie, Kyle, Moore and Moore (2011) examined the relationship between study abroad participation and global citizenship. Tarrant et al. (2011) did a survey research project with undergraduate students who participated in short term study abroad

programs. Tarrant et al. (2001) found that the program destination, major, and gender did not impact global citizenship when economic conditions are equivalent among destinations. Tarrant et al. (2011) concluded that there are other factors different than the program destination, major and gender that can influence global citizenship in undergraduate study abroad alumni.

Morais and Ogden (2011) argued that global citizenship is a desired outcome of most education abroad programs. Morais & Ogden (2011) conducted a study that aimed to frame global citizenship. They came across with evidence to support that global citizenship is understood as different attitudes towards the common good. With their research results, Morais & Ogden (2011) developed ‘The Global Citizenship Scale’ a questionnaire to measure global citizenship in higher education students in three dimensions: social responsibility, global competences and global civic engagement.

Berlin (2015) studied global citizenship attitudes in undergraduate students from a public university by using the Global Citizenship Scale. Berlin (2015) classified his participants in students with study abroad experience and students with no study abroad experience. Berlin (2015) found that participants who studied abroad reported a higher global citizenship index than those participants with intentions to study abroad. Berlin (2015) reported that no statistically significant difference was found between groups.

Kishino and Takahashi (2019) examined the global citizenship attitudes in undergraduate students using the Morais’ and Ogden’s (2011) with Global Citizenship Scale. Kishino and Takahashi (2019) classified their participants in three groups: study abroad alumni, students participating in study abroad and students on campus.

Kishino and Takahashi (2019) addressed that co-curricular activities have a strong impact in social responsibility, global skills and global civic engagement. Kishino and Takahashi found

that study abroad alumni declared a higher index of global citizenship compared to students participating in a study abroad program, and students on campus.

Kishino and Takahashi (2019) also encountered that study abroad participants in the destination showed a lower index of global citizenship than the study abroad alumni. Kishino and Takahashi (2019) explicated that the difference in global citizenship among groups is linked with the physical presence of the subject in a foreign country, as this condition exposes students to situations that can cause culture shocks. Kishino and Takahashi (2019) concluded that the exposure to an strange land influences the self-assessment of own identities.

Horn and Fry (2013) investigated on the relationship between study abroad and civic engagement. Horn and Fry (2013) encountered that the study abroad program characteristics are connected to the development of civic engagement, as students who participated in programs in developing countries showed a higher level of civic engagement than their counterparts attending programs in countries with more prosperous economies.

Horn and Fry (2013) found that students who participated in programs hosted in countries with low or medium level of human development were more likely to engage in community service, community enhancement and community education activities, as they established and maintained connections with civic-oriented international organizations, host nationals and study abroad classmates, as they enhance reflection on issues of human rights, sustainable development, equity, equality and democracy.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to present a description of methodology I used to inquiry on global citizenship attitudes of students from a HIS of the U.S.A-Mexico border. This chapter includes the philosophical assumptions and my rationale for the mixed design I selected, and a detailed description of the quantitative and qualitative research methods I used on this study.

Global Citizenship and a Mixed Research Design

Nonexperimental research focuses on the study of the world as it is, as it occurs (Gay, Mills & Airasian, 2012; Creswell 2009; Vogt, Gardner & Haffele, 2012). Thus, data-linked nested study will complement the understanding of the topic by providing lived experiences of participants connected to the topic research can be presented (Vogt et al., 2012). I selected a nonexperimental design combined with surveys and interviews. For this nested design, I identified students who have served as leaders in student organizations who were also alumni of study abroad. I found these student leaders from a list of student organizations available on the website of the higher education institution where I distributed the survey. I located them and invited them to participate in interviews.

I followed the rationale that the survey will allow inquiry on a population sample according to their natural characteristics. Also, the qualitative aspects of this study deepen one's understanding of the lived experiences of participants. The purpose of this research study is to

generate information on how students from a HSI on the U.S.-Mexico Border make meaning of social responsibility, global competence, and global civic engagement (Morais & Ogden, 2011).

Johnson and Christensen (2012, p. 346) stated these steps for nonexperimental research: (1) Determine the research problem/question and hypotheses to be tested, (2) Select the variables to be used in the study, (3) Collect data, (4) Analyze data, (5) and Interpret the results of the study. Johnson and Christensen commented that on step two if the independent variable is not manipulated, there is no random assignment to the groups.

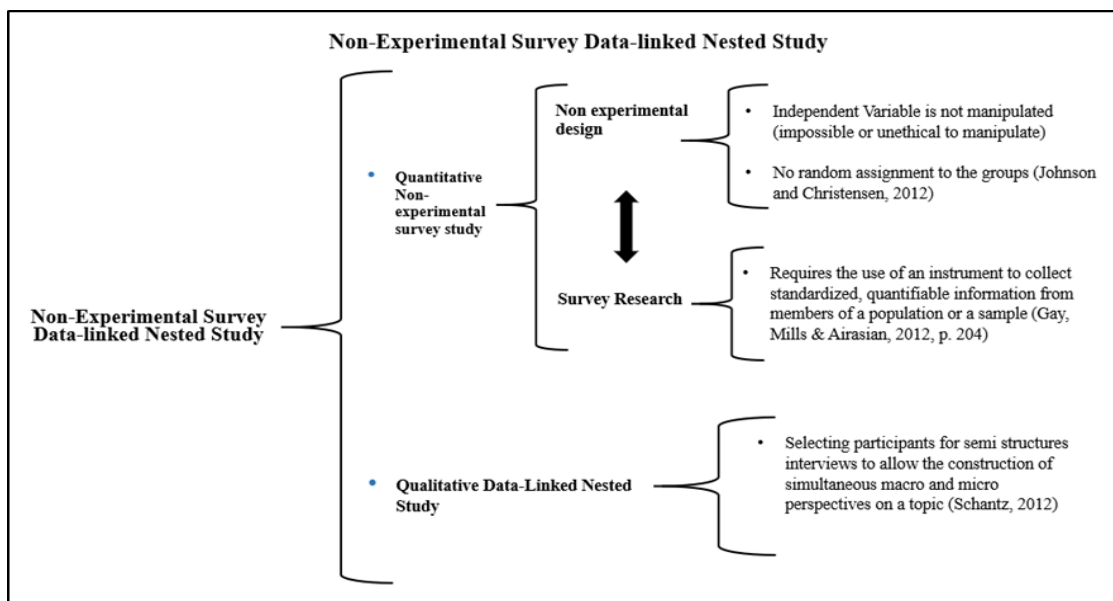
When attempting to make causal inferences, researchers hope to control covariates to eliminate any other possible explanations for a causal connection by an association between the independent and the dependent variable (Vogt et al, 2012). Regarding causal-comparative design, Johnson and Christensen (2012) established three required conditions for cause-and-effect causation that a researcher must address in nonexperimental studies: 1) relationship condition: Variable A and variable B must be related; 2) temporal antecedence condition: Proper time order must be established; 3) lack of alternative explanation condition. The relationship between variable A and variable B must not be due to some confounding extraneous or third variable. I will collect demographic and other background variables that helped differentiate between groups and the contextual situations of these groups of participants (Butin, 2010 p. 87).

I included a data-linked nested design, which involves selecting participants from survey respondents for semi-structured interviews or other method of qualitative data collection (Schatz, 2012; Elliot; 2008). As stated by Schatz (2012) data-linked nested design connects the collection and analysis of a topic through quantitative and qualitative data, and allows the integration of data sources to provide more representative portrait of the population under study than is possible with a single method or parallel collection, as the results obtained can be used to

corroborate, to elaborate, to strengthen the conclusions, and in case of conflicting results, to initiate further investigation on the topic. I selected a mixed design that I called Non-Experimental data linked nested design, A graphic explanation of the model I used on this dissertation can be found in Figure 2.

Figure 2

Non-Experimental Data Linked Nested Study Model



Post Modernism as a philosophical assumption for research on Global Citizenship

Quantitative and qualitative are usually seen as non-compatible methodologies due to their connections to different philosophical origins, however, when utilized on the analysis of the same phenomenon, they can serve for a holistic understanding of an issue through a post-modernism lens. Creswell (2009) identified the different philosophical assumptions of the quantitative and qualitative methodologies from ontological, epistemological and axial perspectives, which are outlined in Table 3

Positivism has as the primary goal of an explanation that can lead to prediction (Creswell, 2007), and it is linked to the epistemological stance, as the researcher, the topic of study, and the research participants are assumed to be independent of one another. In this positivistic stance, researchers assume that with standard procedures, the topic can be studied free of bias (Gant & Giddins, 2006; Creswell, 2009; Prayag, Hosany, Muskat & Del Chiappa, 2017). Yet dichotomies do not need to exist.

Table 3

Philosophical assumptions of quantitative and qualitative research

Assumption	Quantitative	Qualitative
Ontological	A singular reality can only be discovered through the scientific method	Reality is subjective and multiple, as seen by participants in the study
Epistemological	Researcher is independent of what is being researched	Researcher attempts to lessen distance between themselves and that which is being researched
Axial	Research is to be objective, value free and unbiased	Acknowledgement that research is value-laden, and biases are present

(Creswell, 2007)

Nowadays, qualitative methods are an integral part of social science research. From an epistemological stance, critical theory centers on social issues that are connected to the abolition of class, equal access to knowledge, and the transformation of society through curriculum (Darder, 2017; Berlin, 2015; Freire, 2005). Therefore, I integrated quantitative and qualitative components in the survey and data-linked nested interviews, and inquired on study abroad as a curriculum related activity.

I aligned this research with post-modernism, as this philosophical paradigm assumes that the world is socially constructed. Global citizenship can be understood as a multidimensional social construct that hinges on the interrelated dimensions of social responsibility, global

competence, global civic engagement, international mobility, and “glocal” activism (Morais & Ogden, 2011; Berlin, 2015; Cabrera, 2010; Schattle, 2008: 2012; Gaudelli, 2016).

I used both quantitative and qualitative approaches to explore students’ attitudes and meaning of global citizenship, to understand the role that the school, the environment, and other social issues (Pinar et al., 2007) have on higher education students. For instance, it is important to consider these students’ attitudes towards people with diverse backgrounds, the understating of their communities, and their role on the own community.

Research Questions

The guiding research question is: To what extent do students from a HSI in the US-Mexico border who participated in a formal international educational experience develop a different index of global citizenship than those who are only exposed to international affairs on campus?

Other specific research questions to be answered in this dissertation are: 1) How do HSI students in the USA-Mexico Border make meaning of social responsibility when exposed to study abroad? 3) How do HSI students in the U.S.-Mexico border make meaning of make meaning of global competences when exposed to study abroad? 4) How do HSI students from the USA- Mexico border make meaning of global civic engagement when exposed to study abroad? How do HSI students in the USA-Mexico border make meaning of global citizenship?

Specific Objective and Hypotheses

The specific objectives of this study are: 1) to describe the relationship between international experience and global awareness, 2) to describe the connection between study abroad and social responsibility, 3) to describe the link between study abroad and community involvement. and 4) to present lived experiences of students who participate in study abroad regarding the meaning making of global citizenship.

For the quantitative sections, statistical analysis required a departure from the null hypothesis, and the research hypothesis.

The null hypothesis can be stated that students from a HSI who participated in a short-term summer study abroad program will report a similar global citizenship level to the students who did not participate in short term study abroad.

The researcher in this study hypothesizes that students from a HSI who participated in a short-term summer study abroad program will report higher global citizenship levels than students who did not participate in short term study abroad

Definition of the Variables

Independent Variable. Creswell (2009) defined a variable as an attribute that represents how an individual in an organization feels, behaves, or thinks (p. 113). Gay, Mill and Airasian (2012) defined independent variable as a behavior or characteristic under the control of the researcher and believed to influence some other behavior or characteristic, which can also be called a grouping variable or treatment.

Johnson and Christensen (2012) stated that independent variables in nonexperimental design frequently cannot be manipulated because it is either impossible or unethical to manipulate them, however, categorizing an independent variable makes the research study look like an experiment because the independent variable is usually categorical in experimental research (Johnson and Christensen, 2012, p. 347).

For this particular study, I considered international experiences in the form of study abroad as the independent variable, which is also a main grouping variable. Following the definition of the Institute for International Education (IIE, 2016) study abroad consists on

making academic work towards credit in another country during a given term. For the purposes of this study, the given term is the summer term of the year 2018.

Dependent Variables. A dependent variable is the change or difference in a behavior or characteristic that occurs as a result of the independent or grouping variable (Gay, Mills & Airasian, 2012 p. 571); for this dissertation, I have selected global citizenship as dependent variable. According to Morais and Ogden (2011) global citizenship is understood as a multidimensional construct that hinges on the interrelated dimensions of social responsibility, global competence, and global civic engagement. I was able to obtain a measure of global citizenship by calculating an average of the three dimensions stated by Morais and Ogden (2011): Social responsibility, global competency and global civic engagement, as shown on table 4.

Table 4

Dependent Variables

Social Responsibility	Global Competence	Global Civic Engagement
Interdependence and social concern to others, to society, and to the environment	Understanding one’s own and others’ cultural norms and expectations and leveraging this knowledge to interact, communicate, and work effectively outside one’s environment	Recognizing local, state, national, and global community issues and responding through actions such as volunteerism, political activism, and community participation

(Morais & Ogden, 2011)

Third groups of variables: Demographic and Background Variables. As third variables, I identified the following ones: gender, program of study, immigration status, ethnicity, household income and household education. The third variables have the following response options:

Gender: Male, female, non-binary.

Classification: Freshman/sophomore, junior/senior masters/doctoral.

Program of Study: Liberal arts, business, science/technology/engineering/math (STEM), multidisciplinary studies, masters, doctoral.

Immigration Status: US Citizen, US permanent resident, international student under a visa, deferred action for childhood arrival (DACA), other.

Ethnicity: Caucasian, African American, Asian, Hispanic/Latino, Middle Eastern, other

Age: 18-24, 25-34, 35-44, 45 and above.

Regarding the three required conditions for causation (Johnson & Christensen, 2012), the researcher will address them as follows:

1) Relationship condition: Variable A and Variable B must be related. Variable A global citizenship index (Morais & Ogden, 2011) is related to variable B: participants international exposure.

2) The temporal antecedence condition: Proper time order must be established. International exposure will occur previously to the application of Morias' and Ogden's (2011) Global Citizenship Scale.

3) The lack of alternative explanation condition: The relationship between variable A and Variable B must not be due to some confounding extraneous or third variable. Examining a relationship within different levels of a third variable is an important strategy of controlling for an extraneous variable (Johnson & Christensen, 2012; Gay, Mill & Airasian, 2012).

I collected data on the extraneous variables in addition to data on the dependent and independent variables (Johnson & Christensen, 2012), and performed statistical control (Johnson & Christensen, 2012; Gay, Mill & Airasian, 2012; Creswell, 2009) for the extraneous variables in the form of Analysis of Variance ANOVA.

Instrumentation

Quantitative instrumentation. Creswell (2009) defines instrument as a tool for measuring, observing or documenting quantitative data. For the quantitative section of the study, I inquired on how similar the meaning of Global Citizenship between students who participate, and do not participate in study abroad programs.

I selected Morais' and Ogden's (2011) Global Citizenship Scale (GSC). The Global Citizenship Scale involves three basic constructs: 1) Social Responsibility with 13 questions; 2) global competence with 13 questions and 3) global civic engagement with 17 questions. Each question has a Likert Scale with five response options: Agree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Disagree and Disagree. This quantitative instrument was entered and administrated electronically via *Qualtrics*.

Qualitative instrumentation. The qualitative data were collected through semi-structured interviews, as these interviews allowed the exploration and elaboration on the meaning of the dimensions associated with Global Citizenship (Morais & Ogden, 2011).

The interviews were structured in three main sets: 1) history and context, 2) global citizenship and study abroad, and meaning making of social responsibility, global civic engagement. In the first series, participants were asked about their history and context, their experiences as university students and student leaders, and their exposure to international travel. In the second series, the participants were asked about their understanding about global citizenship and the differences between global and non-global citizens.

In the third section, participants elaborated on their understanding of the Morais & Ogden (2011) dimensions of global citizenship. The interview was planned to last between forty-five to sixty minutes, depending on the participant responses. I included the questions and the coding process on table 5

Table 5

Qualitative Questions and Coding Process

Raw Data	Open Coding	Focused Coding	Axial Coding			
History and Context						
1. Tell me about yourself, where are you from, how many years have you been in the university, what things motivated you to study abroad.						
2. Have you traveled internationally before your study abroad?						
Global Citizenship & Study Abroad						
3. What is your understanding of Global Citizenship?						
4. Does a person have to travel to be a global citizen? Please explain.	Portray meaning and actions on each participant, coding line by line, Identifying their experiences, and creating categories.	Gathering and comparing statements from the same participants , and them between participants to find relationship between codes and categories.	The process of connecting categories to determine core concepts in the meaning of Global Citizenship , through study abroad.			
5. If one person is a global citizen and another is not, what is the difference?						
6. How has a study abroad experience affected the life of students who participant on it? Please explain from an academic, career, personal perspective						
7. How study abroad experience affected your life? Please explain from an academic, career, personal perspective						
8. Does studying abroad make individuals more competitive or cooperative? Please Explain						
Meaning Making of Global Citizenship Dimensions						
9. What is your understanding of Social Responsibility?						
10. What is your understanding of Global Competence?						
11. What is your understanding of Global Civic Engagement?						

Validity and Reliability

I examined the validity and reliability of the quantitative data collection instrument. The Cronbach Alpha coefficient of the Global Citizenship Scale revealed an index of .975. Detailed information on reliability indices reported by Morais & Ogden (2011) are on table 5

Table 6.

Reliability Indexes

Dimension and subscales	Cronbach's alpha
Social responsibility	.79
Global competence	
Self-awareness	.69
Intercultural communication	.76
Global knowledge	.67
Global civic engagement	
Involvement in civic organizations	.92
Political voice	.86
Glocal civic activism	.74

(Morais & Ogden, 2011)

Participants

Survey participants A total of 1,873 participants accessed the survey link. Of this total 104 (5.5%) declined human subjects' consent, and 22 (1.17%) did not completed the survey. These 126 participants were removed, resulting in a sample of 1,713 (N=1,713). The 1,713 sample is constituted by 492 who declared to be male (28.7%), 1202 identified as female (70.2 %) and 19 who selected Non-Binary (1.1%) as their gender identity.

In regards of their classification, 56.1 % had more than 2 years of college, and represent 59.6% of the study abroad participants. Most respondents were US Citizens (86.2% n=1477); 40.57% (n = 695) reported to be First Generation College Students, as they not have anyone holding a higher education degree in their household, and 58.2% (n=997) have an annual income of \$39,999 or lower.

Table 7

Demographics of survey respondents

Variables	Total Sample (N=1713)			Study Abroad (n=98)			International Travel non- Study Abroad (n=1160)			Only US (n=455)		
	N	%	-	n	%	-	n	%	-	n	%	-
Gender												
Male	492	28.7%		31	31.6%		351	30.3%		110	24.2%	
Female	1202	70.2%		67	68.4%		807	69.5%		328	72.1%	
Non-Binary ¹	19	1.1%		-	-		2	0.2%		17	3.7%	
Classification												
Freshman/Sophomore	557	32.5%		8	8.2%		353	30.4%		196	43.1%	
Junior/Senior	942	55.0%		53	54.1%		662	57.1%		227	49.9%	
Masters/Doctoral	214	12.5%		37	37.8%		145	12.5%		32	7.0%	
Program of Study												
Liberal Arts	297	17.3%		12	12.2%		211	18.2%		74	16.3%	
Business	194	11.3%		15	15.3%		122	10.5%		57	12.5%	
STEM	759	44.3%		31	31.6%		517	44.6%		211	46.4%	
Multidisciplinary studies	213	12.4%		8	8.2%		138	11.9%		67	14.7%	
Masters	196	11.4%		20	20.4%		136	11.7%		40	8.8%	
Doctoral	54	3.2%		12	12.2%		36	3.1%		6	1.3%	
Immigration Status												
US Citizen	1477	86.2%		76	77.6%		1031	88.9%		370	81.3%	
US Resident ²	79	4.6%		9	9.2%		59	5.1%		11	2.4%	
International ³	71	4.1%		11	11.2%		52	4.5%		8	1.8%	
DACA ⁴	30	1.8%		0	0.0%		13	1.1%		24	5.3%	
Other	56	3.3%		2	2.0%		5	0.4%		41	9.0%	
Ethnicity												
Caucasian/White	119	6.9%		18	18.4%		69	5.9%		32	7.0%	
African American	15	0.9%		1	1.0%		11	0.9%		3	0.7%	
Asian	48	2.8%		3	3.1%		34	2.9%		11	2.4%	
Hispanic/Latino	1517	88.6%		75	76.5%		1038	89.5%		404	88.8%	
Middle Eastern	10	0.6%		1	1.0%		6	0.5%		3	0.7%	
Other	4	0.2%		0	0.0%		2	0.2%		2	0.4%	
Age												
18-24	1255	73.3%		51	52.0%		833	71.8%		371	81.5%	
25-34	287	16.8%		26	26.5%		209	18.0%		52	11.4%	
35-44	121	7.1%		13	13.3%		81	7.0%		27	5.9%	
45 and above	50	2.9%		8	8.2%		37	3.2%		5	1.1%	

1.- Non-Binary refers to participants whose gender identity differs from male or female.

2.-US Residents are holders of a foreign nationals holding a Permanent Resident Card.

3.-International Students are foreign nationals under a student or work visa

4. D.A.C.A stands for Deferred Action for Childhood Arrival, this is program created by the Obama Administration People affiliated to this Federal Programs are foreign nationals who entered the US territory undocumented as minors

Table 8

Context variables for survey respondents

Variables	Total Sample (N=1713)			Study Abroad (n=98)			International Travel non- Study Abroad (n=1160)			Only US (n=455)		
	N	%	-	n	%	-	n	%	-	n	%	-
Household Education²												
High School or less	453	26.4%		14	14.3%		272	23.4%		167	36.7%	
Some college not degree	242	14.1%		18	18.4%		152	13.1%		72	15.8%	
Associate's degree	183	10.7%		4	4.1%		121	10.4%		58	12.7%	
Bachelor's degree	481	28.1%		33	33.7%		349	30.1%		99	21.8%	
Master's degree	246	14.4%		13	13.3%		190	16.4%		43	9.5%	
Doctoral degree	108	6.3%		16	16.3%		76	6.6%		16	3.5%	
Household Income												
Up to \$39,999	997	58.2%		60	61.2%		631	54.4%		306	67.2%	
\$40,000 to \$69,999	380	22.2%		21	21.4%		270	23.3%		89	19.6%	
\$70,000 to \$99,999	165	9.6%		4	4.1%		122	10.5%		39	8.6%	
\$100,000 or more	171	10.0%		13	13.3%		137	11.8%		21	4.6%	

Nested study participants: Schatz (2012) stated that it was possible to reinforce the quality of the nested projects by tapping into the survey findings and drawing purposive samples for interviews. Once I concluded the analysis of quantitative data detailed on Chapter IV, I identified participants for the qualitative nested data-linked design interview through purposive sampling.

As I further detailed in the Chapter IV, study abroad participation is statistically relevant for global citizenship, and the global civic engagement in-between groups differences are non-statistically significant. In accordance to this, I decided to interview students who were holding a leadership position in a student organization in a HSI in the USA-Mexico border who studied abroad in the summer term.

I reviewed the list of study abroad participants, and the list of student organizations. I identified five students who were holding a leadership position in a campus organization and have participated a summer short term study abroad program. and invited them to the study.

I explained to the participants that the study consisted of a semi-structure interview and requested their consent by the approved IRB form. Four (n=4) gave consent to participate in the study. Detailed information of the nested study participants can be found in table 9

Table 9

Nested Study Participants

Pseudonym	Gender	Status	First Generation¹	Organization Focus	Studied Abroad in
Eco	Male	US Citizen	No	Ecological Conservation	Central America
Euro	Male	US Citizen	Yes	Community Education	Europe
LingoLingo	Male	US Citizen	Yes	College Transition	Europe and Asia
TutoriaTutoria	Female	International	No	Educational Tutoring	South America

¹As per the US Education Act of 1965, a First-Generation College Student is an individual whose parent or parents did not complete a baccalaureate degree;

Data Collection Procedure

This study was approved by the Institutional Review Board (IRB) of the University of Texas Rio Grande Valley. All methods are under IRB purview.

Quantitative data collection procedure. I selected the instrument Global Citizenship Scale (GCS) by Morais and Ogden (2011). I entered the information into *Qualtrics*. I designed the data collection as cross sectional, as the email invitation was distributed to multiple groups or types of people at a single point of time during a relative brief period, enough to collect data from the participants of the study (Johnson & Christensen, 2012).

All participants were at least 18 years old of age, they were recruited via email in three different moments of the Fall 2018 semester (September 16, November 16 and December 14, 2018). In the emailed invitation, I included a brief description of the study, and a hyperlink. Once the participant opened the hyperlink, they first saw the a description of the study, and had the option to give r deny consent by selecting: Yes, I give consent and I wish to participate, or I do

not give consent, do not wish to participate. If they did not give consent, they were thanked for their time.

For the participants who gave consent, they first responded a set of demographics questions, including their international travel experience; when responded “yes” to the international travel, they selected if this was in the form of study abroad or in any other kind of international travel.. If they responded “no”, they were taken to respond the questions connected to global citizenship. Once they finished all questions, they were thanked for their participation and their information was recorded in a master quantitative database in Qualtrics.

Once the data collection time was over, I exported the information into a Microsoft Excel for cleaning, and codification. The information was saved in an encrypted device and securely stored. The scores for the instrument were obtained by average of the responses of the individual items identified with each of the dimensions of global citizenship (Morais & Ogden, 2011): Questions 1 to 13 to Social Responsibility, questions 14 to 27 to Global Competence, and questions 28 to 45 to Global Civic Engagement. The higher average score represented a higher level of the corresponded construct.

Qualitative data collection procedure: For the Data-linked qualitative study, I used purposive sampling. As explained by Gay, Mills & Airasian (2012) purposive sampling relies on the experience of the researcher to select participants that are aligned with the purpose of the study.

For this nested design, I reviewed the list of student organizations on campus and cross-referenced it with the study abroad ones. identified five students who have served as student organizations leaders who were also alumni of study abroad: The participants held leadership

positions in organizations focused on enhancing cultural heritage, environmental awareness, international issues, and business sustainability, considering both local and global scopes.

I invited the students by sending an email describing the study and the reasons for inviting them. Four students of five accepted and signed the audio release form approved by the IRB, showed on Appendix C. I scheduled the interviews during the spring semester of 2019.

For the interviews, I followed Charmaz' (2008) Constructive Grounded Theory, which stated that interviews must allow the researcher to:

'...Go beneath the surface of the experience(s) • Stop to explore a statement or topic • Request more detail or explanation • Ask about the participant's thoughts, feelings, and actions • Keep the participant on the subject • Come back to an earlier point • Restate the participant's point to check for accuracy • Slow or quicken the pace • Shift the immediate topic • Validate the participant's humanity, perspective, or action • Use observational and social skills to further the discussion • Respect the participant and express appreciation for participating.

As per Charmaz (2008) I used the same protocol for a semi-structure interview based on how the participant lived experiences were connected to the construction of their identities, their frameworks of reference and how they make meaning of the concepts of social responsibility, global competence, global civic engagement and global citizenship, and how they integrate global citizenship to their identities, their leadership style and their in their daily life decisions.

I interviewed each of the four participants in places selected by them. All locations were appropriate and comfortable. All interviews were one to one, performed on private study-rooms equipped with round tables, comfortable chairs, and noise isolated windows. I scheduled all interviews according to the participant suggestion for a time to meet.

During the appointment, I started the conversation by welcoming and remarking that their responses were completely confidential, I also mentioned that I would be recording their responses and typing at the same time that we were speaking. I remarked to each of the participants that they can request to stop the recording to make any corrections on their statements and withdraw from the study at any time with no consequences. I asked for their agreement to participate in the study and for their permission to record the interview by giving a verbal and signed consent.

Once I got the participants signed and verbal consent, I first asked each participant to introduce his or herself and talk about their majors and favorite classes. Based on the participants' statements, I modified the order of the questions to keep the conversation flowing. Once all topics were addressed by direct questions or through comments included in responses to other questions, I showed my notes to the participant and asked each of them to review and make any corrections or adjustments to their statements. By doing this, I completed my first member-checking on site. I explained to all participants that I might invite them, for follow up interview either face to face or over the phone. once I have the full recording transcribed.

I tape-recorded the interviews using Temi ®. Temi ® is an electronic application with a functionality that allowed me to have a speech-to-text originated automatically. I exported the speech-to-text files to Microsoft Word, one per participant. I listened to each interviewed five times to compare the audio with the Microsoft Word transcription.

Once I finished the review of every transcription in Microsoft Word, I emailed the participants to invite them to a follow up conversation and attached their corresponded transcript. All participants responded with their preferred time for a phone conversation. I conducted detailed member-checking with each participant during their individual phone call.

Data Analysis

Quantitative data analysis. I stored all survey responses in *Qualtrics*. After the data collection period finished, I downloaded the information into a Microsoft Excel Worksheet to ease the codification. I coded each response for each variable according to the survey legend, included in Appendix B.

After I concluded the codification in excel, I determined the scores for each of the Level I global citizenship constructs -social responsibility, global competence, and global civic engagement, by an average on the responses. I also calculated a Level 3 general global citizenship index, with an average of the construct, as performed by Berlin (2015). I exported the excel database to IBM Statistical Package for Social Science SPSS Version 25 to perform the statistical analysis. of normal distribution, Pearson's correlation, the analysis of variance (ANOVA), post hoc Tukey HSD, and regression analysis.

Qualitative data analysis. I analyzed the participant responses following the Constructivist Grounded Theory proposed by Charmaz (2008). The Grounded Theory was first developed and used by Glaser & Strauss (1967) . The main component of the Grounded Theory is the Constant Comparative Method, which implies 1) comparing incidents applicable to each category, 2) integrating categories into their properties, and 3) delimiting the theory and 4) writing the theory (Glaser 1965) .

To address inquiry on sensitizing concepts of the social construction of the participant, Charmaz (2008; 2014) advanced the work of Glaser and Strauss (1967), by 1) considering the context of the participants 2) locating of actors, situations, and actions, 3) assuming multiple realities, and 4) realizing the subjectivity of the researcher. Charmaz (2008) maintained the same

levels of coding in her approach of the grounded theory, which are 1)open coding, 2)focused coding, and axial coding (Corbin & Strauss, 2008); Kolb, 2012; Charmaz, 2008).

Charmaz' (2008) Grounded Theory centered in analysis the information in order to scan and identify the main idea of every line of the statement of each participant. To be able to code each one of the four participants' statements, I copied the statements of each participants in a Microsoft Excel datasheet; The datasheet had four pages, one page per participant. I placed one sentence per cell. I analyzed each sheet line by line. I identified a code for every line.

After I finished the first round of coding in the Microsoft Excel sheet, I copied every sheet and created a master list with all participants' statements, line by line, and. I coded line by line again, now on the master list. I compared the codes I placed in the master list with the ones previously placed in the individual sheets.

I read again all codes and proceeded to infer relationships among connecting patterns. Thus, I grouped all relationships in categories, and I compared the categories among other categories to determine core conceptual ones with enough density that provided elements for qualified explanations of the participants insights towards the meaning of study abroad, social responsibility, global competency, civic engagement and global citizenship.

For trustworthiness, I used an open version of QDA Miner Lite, a qualitative analysis software. I uploaded the four interview transcripts made on Microsoft word to QDA Miner Lite, and I followed the analysis guidelines proposed by Charmaz (2006): I coded each statement, line by line. I analyzed the information and identified the connection between concepts, and core categories through QDA Miner Lite. Once I finished the process in QDA Miner lite, I got the same core categories as the Microsoft Excel. I continued to report the results and connect them to the literature.

Open coding. As stated by Charmaz (2008) open coding is analytic and settles the bases for comparing to further generation of core categories and theory and entails the inspection of data to break it into parts. I analyzed line by line the transcripts and identified indicators on every statement.

Table 10

General Concepts and Indicators from Interviews.

Other approach	Expose to other Culture	Awareness of others	Share
Form bonds	Networking	Languages	Becoming
Role model	Opportunities	English	My time there
Helping Each other	Returning every year	Stereotype	Not a Global citizen yet
Friendship	People Together	Different Immigration Requirements	Explore
Create Memories	Internationalize myself	Ethnocentric	World is big
Reality	Take advantage	Language	Empathy
See it with your own eyes	Be on my own	Not offending	Not quick to judge
Interact with the community	I am more independent	Fit in	Open mind
Languages	Pursue education	Geography	Not Sharing
YouTube	Moral values	Observe Learn	Selfish
Protecting Resources	Having a job	International Performance	Boxed Ideas
Over there	Mom	Environmental Awareness	Closeminded
Apply things at home	Active	Take care of the Environment	Knowledgeable
On my own	Give back	Work	Belong everywhere
Resources	Politics	Identity and scarcity	Immersion in culture
Come back and understand your place	Vote	Positive Mindset	Language Proficiency
Humble	Something wrong	Community Activities	Travel to understand other cultures
Understanding	Respectful	Part of Something	Educated
Interest in other cultures	Report Issues	Helping Out	Becoming
	Global Awareness		Go somewhere
	Authenticity		Removing Borders

Understand other cultures	Different place in the world	Engage with locals	Other cultures in your city
Exposed to travel	Entire world	Exposed to other cultures	Appreciation
Feasible	Make an effort	Media	Embarrassment
Big World	Diversity	Technically no need to travel	

Turning initial indicators into focused categories and axial categories. The objective of coding is to identify the connection among concepts and group them in categories to establish analytic distinctions of the data (Charmaz 2008; Glasser & Strauss 1967). As I inquired on meaning of global citizenship, social responsibility, global competence and global civic engagement, I drafted categories for the participant meaning of the constructs. I show the resultant categories from the focused coding on Table 11

Table 11

Focused Coding

Study Abroad	Global Citizenship	Social Responsibility	Global Competence	Global Civic Engagement
Collaborate	Open mind	Contribute to society	Global Awareness	Community events
Seeing with my own eyes	Educated	Moral Values	Empathy	Advocate for others
Help me learn	Dynamic Learning Process	Political Voice	Understand Other perspectives	Connected to others
Higher Motivation	Connected	Respect to others	Global skills	Participate Locally and Globally
International Connections	Travel	Give Back	Intercultural Awareness	Helping Others
Self-Growth	Cultural Immersion	Active in the Community	Different Languages	Leadership roles

In further readings of the transcripts and regrouping the categories per construct, I identified overlapped codes in between categories, as stated by Charmaz (2014), after the

focused codes have been obtained, a new analytic towards a higher level of abstraction is needed.

I included the axial codes in Chapter IV.

CHAPTER IV

FINDINGS

The purpose of this chapter is to present results and findings associated with quantitative and qualitative analysis.

Survey Results Findings

The guiding quantitative research question is: To what extent do students from a Hispanic Serving Institutions (HSI) in the United States of America (USA) who participate in short term summer study abroad programs report a different meaning of global citizenship than those who are only exposed to international affairs on campus?

Hypothesis

The null hypothesis is H_0 : Students from a Hispanic Serving Institution who participated in a study abroad program will report a similar global citizenship level than students who have remained in the United States.

$$H_0: \mu_1 = \mu_2$$

The research hypothesis is

H_1 : Students from a Hispanic Serving Institution who participated in a study abroad program will report a different global citizenship level than students who have only remained in the United States

$$H_0: \mu_1 \neq \mu_2$$

When analyzing the data, I identified a trend on the participants' international experience: 5.7% (n=98) had studied abroad, 67.7% have international travel experience different than study abroad (n=1160), and 26.6% have remained only in the United States and did not reported any international travel (n=455).

As the independent variable is study abroad, and participants with international travel was a high percentage of the sample , I identified and reported three levels of this variable based on the participant responses: Study Abroad (n=98), International travel different than study abroad (n=1160) and Non-International Travel (n=455), as shown on table 12.

Table 12

Participants International Exposure

Group	Number	%
Study abroad	98	5.7%
International exposure different than study abroad	1160	67.7%
Non-international exposure	455	26.6%
Total	1713	100 %

As a result of this, I reframed the null and the researcher hypothesis to include an extra level of international exposure:

H₀: Students from a Hispanic Serving Institution who participated in a study abroad program will report a similar global citizenship level to students who 1) have international experience different than study abroad, 2) have only remained in the United States

$$H_0: \mu_1 = \mu_2 \text{ or } \mu_1 = \mu_3 \text{ or } \mu_2 = \mu_3 \text{ or } \mu_1 = \mu_2 = \mu_3$$

H₁: Students from a Hispanic Serving Institution who participated in a study abroad program will report a different global citizenship level than students who 1) have international exposure different than study abroad, 2) have only domestic experiences

$$H_{10}: \mu_1 \neq \mu_2 \text{ or } \mu_1 \neq \mu_3 \text{ or } \mu_2 \neq \mu_3 \text{ or } \mu_1 \neq \mu_2 \neq \mu_3$$

Normal Distribution of Data

I verified that the distribution of the data is normal by running a Kolmogorov-Smirnoff test, for more than 50 participants (N=1713). The sample was normally distributed, as I obtained a significance level of $p=0.000$ ($p \leq 0.005$) for the total sample (N=1713), as show in table 13.

Table 13

Test of Normality of the total sample

		Global Civic Engagement Index	Global Competency Index	Social Responsibility Index (Mean)
N		1713	1713	1713
Normal Parameters ^{a,b}	Mean	2.2435	3.0111	2.9892
	Std. Deviation	1.42306	1.58486	1.51792
Most Extreme Differences	Absolute	.153	.216	.237
	Positive	.153	.162	.159
	Negative	-.098	-.216	-.237
Test Statistic		.153	.216	.237
Asymp. Sig. (2-tailed)		.000 ^c	.000 ^c	.000 ^c

Descriptive Statistics and Correlations

I presented the descriptive statistics and correlations for Morais' & Ogden's (2011) Global Citizenship Scale on Table 11. The scale had a 5 point of all items resulted to be in the middle (M= 2.14-3.26). The highest scores were obtain in intercultural communication ($\mu=3.26$), altruism and empathy ($\mu =3.12$) and global Interconnectedness and personal responsibility ($\mu =3.07$); in the other side, global activism ($\mu =2.24$), political voice ($\mu =2.23$) and involvement in civic Organizations ($\mu =2.14$) reported the lowest scores.

Correlations are indexes that express the linear relationship among two variables which can be positively or negatively connected, and the strength of this relationship is indicated by the absolute value of the correlation coefficient (Graziano and Raulin, 1993). All levels of variables I selected are positively correlated.

For this study, I considered three orders or variables: The global citizenship index is the third-order variable, The averages of the three dimensions of global citizenship (Morais & Ogden, 2011): Social responsibility, global competence and global civic engagement served are the second order scale, and what Morais & Ogden (2011) proposed as observable outcomes for each of the three main dimensions (e.g. global justice and disparities, altruism and empathy, etc.) are the first order scales.

I found that all the observable items correlate positively and strongly with the Global Citizenship dimension in which they are expected to be observed; this condition serves as evidence that the first order constructs are measuring the second order constructs: 1) social responsibility correlated with global Justice and disparity ($r=.97$) altruism & empathy ($r=.97$), and global interconnectedness and personal responsibility($r=.95$); 2) global competence correlated with intercultural communication ($r=.98$), self-awareness ($r=.96$), and global knowledge ($r=.94$); 3). Global civic engagement correlated with involvement in civic organizations ($r=.98$), political voice ($r=.97$) and global' activism ($r=.91$).

Regarding the global citizenship Index, I encountered that two of the three dimensions correlate strongly and positively: Social responsibility ($r=.90$) and global competence ($r=.90$). Global Civic Engagement correlated moderately and positively ($r=.64$) with the global citizenship index. The strong correlation between the Global Citizenship Index and Social Responsibility and Global Competence denote an overall consistency in construct validity. The moderate correlation

between the Global Citizenship Index and Global Civic Engagement may represent a relatively weakness of the global civic engagement section.

Table 14

Descriptive Statistics and Correlations

Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12
1.Global Justice and Disparity	2.86	1.53												
2.Altruism & Empathy	3.12	1.61	.91*											
3.Global Interconnectedness & Personal Responsibility	3.07	1.57	.89*	.92*										
4.Social Responsibility	2.99	1.52	.97*	.97*	.95*									
5.Self-Awareness	2.73	1.53	.78*	.81*	.83*	.82*								
6.Intercultural Communication	3.26	1.70	.83*	.86*	.87*	.87*	.91*							
7.Global Knowledge	2.88	1.65	.77*	.81*	.81*	.82*	.89*	.89*						
8.Global Competency	3.01	1.58	.83*	.86*	.87*	.87*	.96*	.98*	.94*					
9.Involvement in Civic Organizations	2.14	1.41	.27*	.27*	.29*	.28*	.27*	.28*	.27*	.29*				
10.Political Voice	2.23	1.50	.27*	.28*	.29*	.29*	.27*	.28*	.28*	.29*	.94*			
11.Glocal Activism	2.58	1.60	.30*	.30*	.31*	.31*	.29*	.30*	.30*	.31*	.86*	.85*		
12.Global Civic Engagement	2.24	1.42	.28*	.29*	.31*	.31*	.28*	.29*	.29*	.30*	.98*	.97*	.91*	
13.Global Citizenship Index	2.75	1.24	.86*	.88*	.88*	.90*	.86*	.89*	.85*	.90*	.62*	.61*	.61*	.64*

Listwise= 1713

*p ≤ .0101

*p ≤ .05

Group Comparisons

The guiding quantitative question is: To what extent do students from a HSI in the US-Mexico Border who participate in study abroad programs develop a different index of global citizenship than those who have international travel different than study abroad are only have domestic experiences?

In order to obtain information to respond to this question, I conducted the Analysis of Variances (ANOVA). I included all the sample (N=1713), and used the participants’ international exposure as a grouping variable, with the numbers as follows: Study abroad (n=98), international experience different to study abroad (n=1160) and domestic experience only (n=455).

I compared the mean of the sample groups in order to make inferences about the population (Morgan, Leech, Gloeckner, and Barrett, 2013). For the third order scale, the ANOVA results indicated statistically significant differences in the global citizenship in-between groups $F(2, 1710) = 9.9491, p = 0.001$.

For the second order scale, the in-between groups were statistically significant for social responsibility $F(2, 1710) = 14.026, p = 0.001$ and global competency $F(2, 1710) = 9.071, p = .001$; I found no significant differences in the in-between groups score $F(2, 1710) = 1.047, p = .351$ for global civic engagement .

Post Hoc Tukey HSD tests indicated that participants who studied abroad ($\mu = 3.12, SD = 1.27$) were different in global citizenship than those who did international travel but not studied abroad ($\mu = 2.79, SD = 1.18$), and were different to the ones that with no international experience ($\mu = 2.57, SD = 1.35$) Participants who did international travel different than study abroad ($\mu = 2.79, SD = 1.18$) were different that the ones who remain in the US ($\mu = 2.57, SD = 1.35$).

Participants who studied abroad and participants with international experiences different to study abroad exhibited higher levels of Global Citizenship and showed significant differences in social responsibility and global competence compared to those who do not have any international travel experience.

Table 15

ANOVA Table

	Study Abroad (n=98)		Intl Experience no study abroad (n=1160)		Non International Travel (n=45)		<i>df</i>	F	<i>p</i>
	μ	<i>SD</i>	μ	<i>SD</i>	μ	<i>SD</i>			
1.Global Justice and Disparity	3.27	1.43	2.90	1.48	2.66	1.65	2	8.043	0.001*
2.Altruism & Empathy	3.61	1.51	3.17	1.55	2.88	1.75	2	10.520	0.001*
3.Global Interconnectedness & Personal Responsibility	3.38	1.48	3.13	1.51	2.85	1.72	2	7.271	0.001*
4.Social Responsibility	3.40	1.42	3.04	1.46	2.77	1.66	2	9.071	0.001*
5.Self-Awareness	3.18	1.50	2.79	1.48	2.47	1.61	2	12.028	0.001*
6.Intercultural Communication	3.78	1.59	3.34	1.65	2.95	1.81	2	13.302	0.001*
7.Global Knowledge	3.36	1.55	2.97	1.61	2.57	1.70	2	14.299	0.001*
8.Global Competency	3.50	1.51	3.09	1.54	2.72	1.68	2	14.026	0.001*
9.Involvement in Civic Organizations	3.18	1.98	2.21	1.48	2.23	1.54	2	1.799	0.450
10.Political Voice	2.46	1.59	2.21	1.48	2.23	1.54	2	1.251	0.287
11.Glocal Activism	2.82	1.67	2.57	1.56	2.56	1.66	2	1.149	0.317
12.Global Civic Engagement	2.45	1.50	2.23	1.40	2.23	1.46	2	1.047	0.351
13.Global Citizenship Index	3.12	1.27	2.79	1.18	2.57	1.35	2	9.491	0.001*

Regression analysis

As I mentioned before, I verified that the distribution of the data is normal by running a Kolmogorov Smirnov test, obtaining a significance level of $p=0.000$ ($p \leq 0.005$). The 1713 responses (N=17,13) are normally distributed.

The normal distribution of the sample responses allowed me to run a regression analysis. With regression analysis on the 1713 sample (N=1713), I aimed to determine the linear relationship between two or more variables for prediction of causal inference (Vogt et al., 2012).

I identified the role that contextual and demographic variables that can be used as causal inferences of global citizenship in 1713 (N=1713) higher education students from an institution in the U.S.A Mexico Border. I presented the model in table 15, the ANOVA in table and coefficients in table 17

.I found a significant regression ($F(11,1701) = 5.670, p < .000$) with an R^2 of 0.029. Participants predicted Global Citizenship is equal to $1.765 + .123(\text{GENDER}) + 0.071(\text{ETHNICITY}) + .102(\text{CLASSIFICATION}) + .012(\text{HOUSEHOLD INCOME}) - .056(\text{PROGRAM OF STUDY}) + .281(\text{AGE}) + 0.042(\text{HOUSEHOLD EDUCATION}) + .024(\text{INMIGRATION STATUS}) + .181(\text{INTERNATIONAL EXPOSURE})$.

The variables were coded or measured as 1= male, 2 = female, 3= non binary; ethnicity is coded as 1=Caucasian/White, 2=African American, 3= American Indian or Alaska Native, 4=Asian, 5= Pacific Islander or Native Hawaiian, 6=Hispanic/Latino, 7=Mexican American/Chicano(a) 8=Middle Eastern; classification is coded as 1=freshman/sophomore, 2=junior/senior 3=masters/doctoral;

Household income is coded as 1= up to \$39,000, 2=\$40,000 to \$69,000, 3= \$70,000 to \$99,999, and 6=\$100,000 and up; program of study is coded as 1=liberal arts 2=business, 3=STEM 4= multidisciplinary studies 5=masters, 6=doctoral; age is coded 1=18-24, 2=25-34 3=35-44, 4=45 and above; household education is coded 1=high school or less, 2=some college not degree 3= associate degree 4=bachelor's degree 5= master's degree 6= doctoral degree or higher; employment status is coded 1=yes, 2=no.

GPA is coded 1 =100.-1.99, 2=2.00-2.99, 3=3.00-3.99, 4=4.00; immigration status is coded as 1=US citizen, 2= US permanent resident, 3= international student under a visa, 4=

other, 5=DACA Deferred Action for Childhood Arrival, and International Exposure is coded as 1= study abroad, 2= international travel different than study abroad 3= only US.

Significant predictors of Global Citizen were gender ($\beta=.123$ $p=.049$), ethnicity ($\beta=.071$ $p=.001$), program of study ($\beta=-.056$ $p=.025$), age ($\beta=.281$ $p=.006$), household education ($\beta=.088$ $p=.040$), and international exposure ($\beta=.181$ $p=.002$). Household income ($\beta=.012$ $p=.720$) is not a significant predictor of global citizenship.

Table 16

Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.188 ^a	.035	.029	1.21767

a. Predictors: (Constant), Income, Gender, Program of Study, International Exposure, Immigration Status, Ethnicity, Age, Household Education, Classification

Table 17

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	92.481	11	8.407	5.670	.000 ^b
	Residual	2522.097	1701	1.483		
	Total	2614.578	1712			

a. Dependent Variable: Global Citizenship Index

b. Predictors: (Constant), Income, Gender, Program of Study, International Exposure, Immigration Status, Ethnicity, Currently Employed, GPA, Age, Household Education, Classification

Table 18

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	1.765	.318		5.542	.000
Gender	.123	.062	.048	1.973	.049
Classification	.102	.055	.053	1.845	.065
Program of Study	.056	.025	.058	2.246	.025
Immigration Status	.024	.038	.015	.634	.526
Ethnicity	.071	.022	.081	3.233	.001
Age	.281	.101	.071	2.772	.006
Household Education	.042	.020	.055	2.053	.040
Income	.012	.032	.009	.358	.720
International Exposure	.181	.058	-.077	3.123	.002

Dependent Variable: Global Citizenship Index

Data-Linked Nested Study Findings

The purpose of the qualitative nested study was to provide information to better understand of how study abroad alumni made meaning of their international academic experience, in relation to social responsibility, global competence, global civic engagement and global citizenship.

The qualitative research questions that I used as guides for the nested-design are 1) How HSI student leaders from the USA-MX Border make meaning of social responsibility when exposed to study abroad? 2) How HSI's student leaders in the USA-MX border make meaning of global competences when exposed to study abroad? 3) How HSI student leaders from the USA-MX border make meaning of global civic engagement when exposed to study abroad? 4) How HSI students in the USA-MX Border make meaning of global citizenship?

For the qualitative analysis I followed Charmaz (2008) Grounded Theory Social Constructivist approach; As explained by Charmaz (2008) the action of coding implies the categorizations of segments of data with a short name, that summarizes and accounts each piece of data: general coding, focused coding and axial coding. (See table 11 and table 12).

Data linked Participants pseudonyms and characteristics are listed on table 19 on page 45.). Following Charmaz' (2006;2014) model, I broke down and regrouped the data to create groups with higher analytically condensed level of abstraction; Results are show in table 19.

Table 19

Axial Coding

Axial Codes
Collaborate
Seeing it with my own eyes
More opportunities
Contributing member
Respect
Aware
Learning their culture
Connected
Community
Become
Open-minded

I selected In-Vivo codes because they preserve participants meaning, offer clues for participants interpretation, and offer relative congruence between the participant statement and my interpretation as a researcher. I designed this research study to generate information that is useful toward the understanding of student populations that attend a Hispanic Institution in the U.S.A-Mexico border. In the following paragraphs I provide a narration or each of the codes that I obtained from the analysis

The Meaning of Study Abroad

I found that participants responses referred to collaboration, experience and more opportunities as the central meaning of study abroad.

Collaborate. I encountered with the term “collaboration” has a wide dimensionality of meaning (Corbin & Strauss, 2008), as it covers the scope from the individual point of view, the connection with classmates while abroad, and the opportunities to connect with other locally and globally. Euro commented that the international context made her and the group more collaborative as they were assignments and tasks:

...I grow collaboratively because when you're over there, you're with a group of people and you have to make your work, and make it work. You're able to form bonds and connections with them. I feel that it does bring people closer together and so when you come back you definitely have that sense of a little community belts...

Four made a statement that echoed collaboration in international context is a way to accomplish academic task and form a support system for navigating the unknown

...In my experience, it is more collaboration, because we were in other country kind of scare, we helped each other with assignments and stuff and it was a lot of helping out. That was the big thing. And then, um, helping one another one was sick and things like that. So it was, it was more a collaborative work...

Participant Three commented the collaboration has extended to the community where he belongs, and that this experience made him recognize that he can support his community, not only his study abroad peers.

I can feel the vibe that is has made me more collaborative myself, after the international education experience. So, I want to work with everyone and not just in a study abroad

aspect to it. Like I want to work with my coworkers. I want to work with other students here at the university and try to help them with their problems...

For Eco, being collaborative is a choice, on site and after the international experience, as participants can decide if it is used as an individual advantage, or can be shared for the group cohesion

I'm seeing is that sometimes the more you know, no matter where you are and what you understand about something, can have to different results. Either you are the one who always wants to win and keep the knowledge or the experience to yourself, or you can or you go and take a different approach and you are more into willing to share what you have learned and will cooperate and collaborate with others in order to either kind of expand that, expand their knowledge and of course expand your knowledge...

Seeing it with my own eyes. This category denotes that study abroad is transformational (Perry et al., 2012) and generated better understanding of topics that were previously discussed in class, seen in books, and create a connection between theory and real experience. Eco made the following statement that illustrates the impact of the international field experience on his concept comprehension

...I thought it was really nice to actually get to see what we've learned about during lecture class, like in our textbook...until you actually go and get the it's hard to like put it all together or you see it and they're like, almost like it turns a light bulb on and everything kind of connects in a different way than what you would get just from reading it in a book...the whole experience of actually having to go also help because it kind of created almost like, like memories of how that was and that helps you remember things in a different way. I don't know if that makes any sense, but just kind of being out there like I

guess the best example is for my professional do a lot of field work so until you actually go out in the field and get bit by a million mosquitoes and ticks crawling all over you and spider webs and your hair. Like you don't really get the feel for what it's really like until you had that and that sounds like study abroad. Who's learning about those other places you just have to be there to in order to get the full picture, which might relate to exactly what I said earlier...

Tutoria spoke that studying abroad help her focus on her as an active participant, and that study abroad help her discover her commitment to interact and serve other independently from the differences, specifically her comments refer to a deeper understanding that attending school is only a part that of the skills she will use as a future professional:

...my study abroad was directed towards my field of studies. Um, so by doing that I think that as students we can really get a, a humanitarian approach, as we were interacting with local communities... basically, like what it taught me, um, from my profession is like you get to know another culture, and it puts a seat on you that you want to help other people with your profession ... going to study abroad, living among them, and seeing it with your eyes, it just makes me grow and grow, and once you go, you want to keep on doing it....

Lingo made a statement when refers to study abroad as a revealing experience, as he was able to see the difference between systems connected with language proficiency

My Study Abroad was revealing. I speak two languages fluently. English and Spanish. [sic]I do know very little French, very little Japanese. So I would further want to learn more languages, but you know, an American is really harder to do. When I visited

Europe or Asia, friends that I met over there, they were proficient in four languages and Americans over here, you know, struggled to learn the second...

Tutoria commented that his interest in study abroad initiated when he was exposed to the culture through media. This exposure moved him to participate in cultural events happening in his area, and later enrolled in a class

...I studied abroad because for a while I was interested in Korean culture. Uh, I don't even know how that started on this. I was on YouTube and then saw a random video over, and I was like, I guess I'll watch it. And then that turned into an obsession and then I just got more involved with it. With like, uh, like creating events here in the valley. So like in McAllen they have a lot of, uh, events for community. So like exposing the people to a Korean culture. Uh, and then I decided to take, you know, the Korean one class and then the professor told me about the trip and I was like, oh, sounds something like I would want to do in the near future. And sure enough I went and learned a lot more while I was there...

More Opportunities. Study abroad can be perceived in study abroad participants and non-participants as an asset (Walters, et al., 2017) The participants for this research study allocated study abroad as source of opportunities for the family, for themselves through their professional career, as they envisioned opportunities in another countries (Schattle, 2012) ; Participant Lingo commented that he envisioned study abroad as a tool to internationalize himself and have more opportunities to support his parents:

Study abroad made me want more of myself in the sense that taking advantage of all the opportunities that are available to me. My parents, when I was growing up, I realized that they didn't really go to school because they have to work to provide for their family.

So I see studying abroad as something where I could internationalized myself, so I can further my career path or like further gained skills, so I see it more of, as a fruit of the crop, for example, internationalized and myself will sort me out in a crowd where everyone's competing for the same thing, I can have more opportunities...

Eco stated that through study abroad he envisioned more opportunities to collaborate internationally and evaluate local practices through global lenses:

...So kind of a side thing I did while I was there was I tried to network with their team to bounce some ideas off each other. Just started conversation central again. I feel networking's really important and kind of like a way to help manage land globally, like you can use corridors anywhere, so just seeing how they could be effective in their country versus back here at home and how they're looking at just protecting their resources are what they value most about their resources and I'm comparing it to how we view our resources and that is really important...

Euro commented that through her study abroad and obtained cultural relevant knowledge for her area of study and develop the will to get involved in global partnerships to support communities abroad.

...This experience helped me learn about diseases and stuff that maybe it's not present here in the US, but you can get a glance of how they're treated over there or how are they called because they can be called different names. I feel that it does bring people closer together and so when you come back you definitely have that sense of a little community belts, of people wanting to become someone who can keep on helping these people, keeping partnering with the communities.

Lingo commented that everyone has their own different experience, and that the skills he got can be used to improve the area where he lives

...I guess everyone has their own different individual experience. Um, so for me the things that I took away from it, um, I guess would be my interests for like other cultures and things like that, have opportunities I guess like apply things that one has learned from other places too, you know, or like wherever it is they're living, in this case, the valley, like I'm more prepared to like take on harder tasks because you know, I flew by myself to another country and you know, it was like a day or two on my own...

The Meaning of Social Responsibility

Regarding the construct of social responsibility, Dobson (2003) stated that social responsibility related to personal duties, honesty and action. The participants' approach seems to combine areas of critical duties with addressing problems towards the improvement of the society. The concepts obtained from their responses are englobed in the categories 1) contributing member 2) vote 3) you step in.

Contributing Member. I found that Participants habits of thinking are aligned with Andrzejewski & Alessio (1999), who stated that socially responsible citizen behave personally and professionally with ethics. Lingo commented that as a socially responsible person, he is a productive and caring member of the society.

Social responsibility to me is I guess having a job. I'm following the law and take care of myself and others around me and respect people and treat them like I wouldn't want to be treated. I think that's the social responsibility.

Eco referred to moral over religious values as patterns for social performance towards social responsibility,

Social Responsibility is connected to the political environment and they should be a contributing member to society, and they also shared have a good moral value just via a good person in general. Um, they don't necessarily have to be as specific any type of religion or anything as long as they know to be a person, a good neighbor. Just things along that line...

Social responsibility implies a sense of respect for the rules of the society and to take action to keep the public order if needed if they are needed (Parekh, 2003), as Euro commented:

Social responsibility is that you see that something is wrong, something is happening to someone and you step in. Even by respect, being respectful like on the streets while driving or polite to others.

Tutoria Commented shared that social responsibility is something that he perceived was affected positively by study abroad, and that he identified areas of improvement on his are.

I think like social responsibility is something that, uh, study abroad is definitely implemented because now I feel like I, I have, not that I have to give back, but I wanted to give back to the community because, um, there's just a lot of things here in the valley that I guess needs to be improved...

Get it fixed. Urry (2005) stated that social responsibility is linked with global restructuration towards the common good. I found that participants' meaning schemes regarding social responsibility are aligned with this statement. Euro commented:

Social responsibility is that you see that something is wrong, something is happening to someone and you step in, you're being social responsible. Even by respect being respectful like on the streets while driving or polite to others.

I would say being respectful of the community...

Tutoria added a personal dimension to the term by expressing that social responsibility is part of his self-image, and he always looks for the common good and takes action towards it implies action

...I see myself socially responsible. If I see an issue, you know, that could affect other people. I tend to like report it or try to get it fixed. So for example, like if there's a pothole in the street and I dragged through it, I know other people are driving through it and it gives me a headache. I feel like I should tell the city like, hey, you know, like I dragged into this street, has humble fix it, you know. So that's something that I see as well as the social responsibility... things like that...

Vote. Social Responsibility implies to comply with civic duties (Morais & Ogden, 2011). I found that the action of voting was remarked as one of the exercises of social responsibility by the participants. Lingo Commented:

...Voting is a duty and everyone who says that voting their vote doesn't count is wrong in my perspective. A lot of people tend to complain about things that they don't want it their way and you can't really talk about it if you don't have action in politics, you know, so like basically like your votes...

Tutoria Commented that increase the percentage of people that is registered to vote is a must duty

...a lot of people do not know that it happens, or just 40% are active. I see that are a lot of thing in the valley: change the politics, inform and educate the people. Vote I think it's just the duty that you owe, I guess to your community...|

The Meaning of Global Competence

Regarding Global Competence, the participants connected the construct with being aware of other cultures, learn the culture, that practice intercultural competence.

Aware. Dobson (2003) stated that Global skills imply to understand multiculturalism and diversity, and I found that participants coincided. Euro commented that an individual must have knowledge of the world, and be aware of the existence of other cultures and other world appreciations

...I think it's like maybe not like I'm an expert in the cultures and geography but like knowing, like knowing stuff, knowing the world, maybe not a vast, but have a knowledge of all of like the planet that we live in the world. There is people who don't even know where um, some countries are. That shocks me...

Tutoria commented the information available online may differ from real experience, and that awareness of other cultural appreciations are necessary to break stereotypes and misunderstanding

...Being aware of, of other cultures. It's not just, you know, Mexican food and Mexican traditions, but there's also other things out there besides, you know, our own culture, for example. I was talking to my mom about the other day because she thought that, [SIC], people in other countries are racist or you know, they eat dog and things like that, you know, very like stereotype too. Uh Huh. And you know, I told her that's what you read on the Internet and you're, you're probably used to like, you know, saying that, you know, the people are racist because, you know, a lot of people here are racists...

An effort to fit in. Global competence implies the ability to identify the own-limitations and work towards them to interact in a culturally effective matter (Horey et al., (2018); Deardorff; 2006). I encountered that participants commented that the possibility to work with people of different cultures requires cultural understanding. Euro remarked that the process of connect and effectively interact with other involves a personal endeavor

...If you're somewhere else and you want to fit in, you have to make an effort to fit in. Like it has to come from you, by being authentic, we can empathize with others to be able to work together...

One commented that the effort implies understanding of others

...You also need to own like you develop this and I would say it this competence to see that there are not offending you. It's because there's not offensive in their mind for them right now...

Language is an important component for intercultural competence (Peng, Wu, Fan; 2015; Deardorff; 2006; Nguyen; 2017)). Lingo stated ethnocentric perspectives might be blocking the opportunities in American students to learn another language and be more successful when interacting with people with different cultural background.

...Most people don't really care about learning another language because it's like you're in the United States, you know, English or good, you know, and uh, I think Americans think that other people around the world expect to know English so we can get ourselves by knowing English and talking English and in different country...

Learn their culture. The systematic view of culture is a main element of integration, as the world is currently made as a dense flow and interactions of meaning (Matera, 2016). I found that Participants linked the knowledge of another culture with the achievement of global competence through the understanding of other ways of living. Lingo commented:

...I guess is like the easy ability of like learning a country, whether it be like the language, the culture, the transportation system, the people, the society, and just trying to fit yourself into them or like their lives are different than ours...

Euro commented that global competence involves the will to know others, that that knowledge involves observing, listening and identifying patterns of behavior, to communicate and perform in an effective way

...Be willing to know them, get to know them, learn their culture. So handling comes from you and just basically like visual or hearing, we'll see how they think, how they act. So, you can match their, the type of environment and respect is part of the culture then assimilate the same, like be respectful to the grownups...

Eco commented that it is important not to have expectations and referred also to ethnocentrism, as people from other countries might have no knowledge of English and the American Culture

...You cannot expect people to act like in your beliefs. If you're not the United States, you cannot expect people to act like in United States if you're in [another country], they might be aligned but they might not with the United States; and also to communicate like you cannot expect everybody to speak English or Spanish; competence also is like you have to see like how they eat, how they felt...

The Meaning of Global Civic Engagement

Global Civic Engagement involves actions to address community issues and enhance community participation by taking leadership positions in school and community organizations (Morais & Ogden, 2010; Dobson, 2003). I encountered that participants of the study referred to this construct as 1) connected 2) leadership

Connected. The participants were committed to responsibilities and actions towards the benefit of the society as a whole, as Eco commented:

...I'm participating with things more ecology focus. I used to do a lot of beach cleanups and different events around towns in the area. Just promoting it. We have festivals. Just going to those and just showing your support for those is a good way to get engaged in the community and just show like why these like something as simple as ecology is important to society at large...

Lingo stated that he identified the importance of the role of being able to pay attention to connect with peers and the community:

...Ever since high school [sic] I noticed how important it was to be a part of something and be a leader. [sic] especially when getting into college, that was like a whole section of the application, Um, so I took it upon myself to become president of the student class. I have always thought is always important to keep yourself connected to people around you, whether it may be like your friends or family, your classmates, your coworkers, and trying to keep everyone that got a positive set of mine, like a mindset and a keep busy...

Euro commented that civic engagement involves taking actions from different approaches to address community issues:

...Being involved, helping out, looking out for your neighbors I think that is civic engagement is. I'm saying that if they're in distress or health, like I'm wanting to help them out, not necessarily medically, but like in any way. I've also done like nonmedical related things like um, I built houses. Help those who can't afford or maybe like just everyone comes together for things like bring the community together, being involved in politic...

Tutoria commented that Civic engagement is a channel to expose people to other culture

...Participate in activities in the community and expose people to other cultures, like Trash pick or helping out disabled, as you help your region and the world...

Leadership. Participants of the study showed themselves as committed to civic responsibilities towards improvement of the area where they live (Dobson, 2003). Eco commented that environmental awareness is necessary to be improve the conditions of the world:

...Wherever you're living, how you're at work and be fairly involved with it to some capacity. I think we must be involved in our community and government at large in some capacity, so we should be well aware of what's happening...

Euro stated that he is taking an active role in the community implies to give voice to those with needs that are not being fulfilled

...So I'm there, and there are needs of the people in my community and advocate for them... like people with disabilities need a lot of help and [my area] in especially like accessibility wise because not a lot of places are accessible to people with, um, with disabilities...

Lingo coincided with Euro, as he also saw Global Civic Engagement as working towards the improvement of the community and being a leader

...I'm trying to make better for your community. I was a part of many organizations as a member, but I didn't see myself really needing or like being civically engaged..., I created a club. I became the founding president, I had already studied abroad once and I wanted to, improve my city with what I saw...

The Meaning of Global Citizenship

Global Citizenship implies constant connection which implies values, care, consciousness and civic duties with the globe as a universal context (Dobson; 2003, Tarrant, 2010). I encountered that students perceived that global citizenship is an learning process, which implies open mindedness, mobility, and can be perceived as an aspirational stage of

Open-mindedness: Open-mindedness implies that a person detaches from its cognitive standpoint and move to a stage of understanding situations that might cause intellectual conflict, and asses them by contrasting against their own personal meaning (Baher, 2011.). I found that participant identified to have an open mind as a main issue in the development of global citizenship, as Euro commented:

...Open minded! I think that being open minded is very important. It is Being aware of your surroundings. Understanding that the world is big. Um, so just like awareness I guess, but like awareness of the world. someone who is a global citizen isn't too quick to judge someone and I guess it gives people more opportunities to speak before they have a concept...

Tutoria linked global citizenship with being educated, showing interest in other cultures, and willing to learn how to perform successfully in other cultural settings, and also remarked age can be an issue that sets a difference between global and non-global citizens:

...I guess someone who's like highly, uh, highly educated and um, someone who like. has an interest in other cultures and things like that. Um, someone who's willing to immerse themselves in like a foreign culture and not just like you just go, just to go, you know, someone with an open mind. I saw a lot of tourists in Korea and a lot of them didn't really make interactions with the, the locals. They always had like, someone translate for

them and they would pay that person, I guess to like stick around with them and ask the locals for, you know, whatever it is I needed. Um, so I guess they were just trying to like, I don't know, maybe avoid embarrassment or something or try not knowing how to talk to them or speak the language. I can also see that Some of the older population is close minded, and they are not aware of things that are going on. they don't make an effort, I guess to be aware of the things that are happening outside of the area...

Eco commented that global citizenship can be perceived as attitude towards understanding other with different behaviors aligned to their context, and commented that sharing knowledge and being empathetic are attitudes that distinguish a global citizen:

...I'm seeing is that sometimes the more you know, no matter where are, you understand about something, can have a reaction and have results. Either you are the one who always wants to win and keep the knowledge or the experience to yourself, or you can wish to share. Share what you know to people...The difference between global and non-global citizens is their attitude, between the two would be quite different...Global citizens says and be more understanding of different people, different cultures in general, non-global citizens less would kind of be more selfish, more contained. So a global citizen would be a more understanding, more empathetic and just kinda look things from a broader perspective. I think just being knowledgeable and all that is really important...

Lingo addressed the immersion of culture as a practice of global citizenship, and pointed out that knowing the language of others is a skill of global citizens:

...The immersion of the culture. Um, I think if a person were to visit a region and immerse themselves in a culture that would make them more of standing out to become a global citizen, a couple more things like the administrative culture you have. I guess the

language aspect as it would help to, you know, if you know the language, then that would also kind of make you a global citizen because you can interact with other people from around the world just by the language, doesn't matter where you're at. Um, knowing that language connected to people even if you're not in that region

Mobility. Schattle (2008) addressed international mobility and be able to move across borders as an important aspect in the practices of global citizenship. I found that participants identify travel as a component of the meaning of global citizenship, as Tutoria commented:

the first thing that comes to mind is just, um, I guess like removing borders and just, you know, being able to go pretty much wherever you want without those barriers and interact!

Lingo centered his comment on the relevance that mobility is one of the characteristics that the global citizens possess, and that obtain that mobility relies on the effort the person put in travel and interact with locals.

... a global citizen is someone who values cultures and things that are going around in the world, but also people who have been to many places and see themselves a part of not just a specific location but a part of the world. I feel mobility is one of the attributes that they possess. I think if you haven't traveled, you can't be a global citizen on that part that, [sic], you haven't really experienced a different part of the world necessarily. You don't have to travel the entire world to become a global citizen if it makes sense. I feel like if you're at least traveled to certain regions or continents, then that could make you a global citizen. I think the chances will be low if they did make an effort to at least travel around the world and they could have a chance to become a global citizen, you know, if

you don't make an effort to visit other places around the world, I don't think you will have a chance...

Eco elaborated that travel and knowing other cultures are important components of global citizenship. He also commented that travel

...Probably, just going out and exploring like traveling is really important. and ... knowing other places and how they work and you're just getting exposure to different cultures and exposure to different issues, Although if you do have the opportunity to travel, it makes it way more feasible to global citizen Should definitely be exposed to, to travel, so have already gone and seeing other places. It also helps if you go to places where there are more diverse groups... it's good to kind of engage with the locals of whatever place you're visiting and kind of learn like how they conduct their lives, see if there's any differences or like why are certain food groups or interests, like what do people eat, certain foods and certain places and. Okay. Maybe go out and try them and that kind of thing, and if you don't travel, the way to kinda get that exposure is research like on the Internet, just getting exposed to different documentaries, different movies in your own place. You technically do not have to travel to be a global citizen...

Euro commented that travel helps the development of a global citizen, and address that a person can develop global citizenship locally, by engaging on local causes, or learning about other cultures in the person's own place, and presented an example of her interest in a foreign culture which country has not visited:

...So I just think that traveling help you get more of a sense of like how big our world is and how different it can be in other places. But I think you can be a global citizen just by advocating or learning about different cultures in your own place, in your own city. I do

not think that you necessarily have to travel because you can have an appreciation for culture even though you've never been there. For me, I really appreciate the Japanese and Korean culture. I've never been there in my life but I'm greatly interested in them...

Becoming. Global citizenship is a process in which the self-meaning is moving constantly, making subjects to convey with self-conceptualizations that place their self-identity in stages described as reachable in a near future (Schattle 2008, Deardorff, 2006; Falk, 1994). When I specifically inquired on participants self-image as global citizens, I encountered that their responses denoted that they perceived themselves as global citizens in the making. Eco commented that he is becoming a global citizen, and related his self-meaning to attain a degree:

...I'm not yet, not yet, I would say I'm in the process of becoming one , and this is just because, since I'm currently in school I really don't have much time to connect, I feel like expanding my education would make me a global citizen...

Lingo commented he does not see himself yet as a global citizen, and remarked that his knowledge of the world is insufficient, and he would need to travel to more places, immerse in other cultures and develop language competencies to be able to consider himself a global citizen:

...No, I don't. Not yet at least. I think they've only visited like two percent of the world. I think if I had more time to visit other places, even if it's a short amount of time I could become a global citizen and be able to immerse myself in more cultures and languages and become a better global citizen. But I don't think I am one just because I've traveled three times, I don't feel myself that way, you know, that I'm a global citizen...

In contrast to Eco and Lingo, Tutoria and Euro were positive in their self-image a global citizen. They also remarked that they are citizens in the making. Tutoria commented that he

would like to keep traveling, keep gaining knowledge about other cultures, and be exposed to other cultures to keep growing as a global citizen:

...Yes I am. I would like to explore other cultures, and not only one. I want to go to other places, learn more, keep moving...

Euro mentioned that travel has a significant role on her self-image as a global citizen; she pointed out that she envisioned her participation in study abroad as an experience that made recognize herself as open minded person, made her aware that she can relate to locals, helped her develop a sense of belonging in another cultural setting, and remarked the fact that she has the will to keep accumulating knowledge.

...Off course I am a global citizen. I think that the fact that I traveled is not the same that I am a global citizen, but in fact study abroad plays an important role, I enjoyed my time there, the sense of community, I feel like I belong. So that's why I consider myself a global citizen, and I have my mind open and I keep learning...

The Theory of Meaning of Global Citizenship and Study Abroad

Student leaders in Hispanic Serving Institutions in the US-Mexico border referred to study abroad as an academic activity that offers the opportunity to enhance knowledge in a foreign location, and allows the development of collaborative attitudes between classmates in the cohort, between the cohort and inhabitants from community that host their programs, and between the study abroad participants and their home communities once they returned, as the formal exposure to international environments made participants identify more opportunities to engage locally and out of their countries.

Hispanic Serving Institution student leaders' meaning of social responsibility relies on attitudes of being a contributing member of the society and promote to act towards addressing

issues in the community in the aim of the reached a stage of shared wellness, as have a job, pay taxes on time, advocating for fair causes, and be registered and exercise the right to vote. as a necessary duty of responsible citizens of the world.

Student leaders of Hispanic Serving Institution in the US Mexico Border's meaning of Global competence is determined by the initial awareness of the existence of other cultural codes, and perspectives connected to the context which implies to be learn and understand the culture, and the connection between the lifestyle and the context, with the aim of communicate effectively and connect without prejudice.

Global Civic Engagement meaning for Student Leaders of Hispanic Serving Institution Students in the US Mexico border is linked to take leadership attitudes to keep connected with the community, being involved in events that will gather the members of the local community and provide exposure to cultures in their own town, and coordinate activities that integrates amusement and a benefit for the local, regional, national community, and the world as a whole.

The meaning of Global Citizenship in student leaders of a HSI in the US-Mexico Border who have studied abroad involves recognizing the presence of diversity in the local environment, and working towards the improvement of the community by applying their international knowledge to transform the local environment. Global citizenship for student leaders in Hispanic Serving Institutions entails to have an open-minded attitude, as it allows them to integrate the global knowledge into their meaning structures.

Chapter Conclusion

In my participants, I found that their meaning of global citizenship and study abroad is aligned with the dimensions stated by Morais and Ogden (2011). These student leaders from a HSI of the U.S.A.-Mexico border as a dynamic learning cycle, perceived global citizenship as seeking ways to effectively communicate with people from different cultural backgrounds,

becoming of a contributing member of the society, and impacting of the world by addressing issues in the local community. In regards of their self-image as global citizens, my participants commented that being a global citizen is an aspirational stage of identity influenced by formal education and international travel.

CHAPTER V

DISCUSSION AND CONCLUSION

The purpose of this research was to explore global citizenship attitudes in higher education students from the US-Mexico border, the demographic and contextual variables that are significant for the meaning making of these attitudes. Under the post-modernism philosophical approach, I used both quantitative and qualitative methods in order to reach these objectives. In this chapter I present a summary of the quantitative and qualitative findings, the limitations of the study, future research implications, and a conclusion.

Summary of quantitative and qualitative research findings

By using survey research, I aimed to provide information and generate knowledge that can be utilized in a better understanding of the variables that are significant for the attitudes of global citizenship in university students from the U.S.A-Mexico border. By conducting a qualitative data linked nested design, I aimed to present the lived experiences and contextualize and the perspectives of global citizenship of study abroad alumni who served as leaders in student organizations from a higher education institution located in the U.S.A.-Mexico border.

Quantitative Discussion.

As noted by Horn & Fry (2013) the participation in international education is a factor that plays a significant role in students' global citizenship and global consciousness, as international exposure is linked to the identification as a serious social problems, and to develop awareness of intra- and-inter-national inequalities that have a presence at a local level. When I analyzed the

data, I encountered that international experience, either formal or non-formal was highly reported by the survey respondents. Once I looked at the information with more detailed, I could not ignore that a high percentage of the survey respondents reported to have international experience different to study abroad (67.7%, n=1160), and I decided to manage these participants as another group.

The purpose of my research was to explore how international experience influence the meaning of global citizenship in students of the US-Mexico border. Morais & Ogden (2011) developed the questionnaire The Global Citizenship Scale to inquiry in the three dimensions of global citizenship: Social responsibility, global competence, and global civic engagement. As expected, participants with study abroad experience scored higher for a general global citizenship than the ones with international experience different than study abroad, and the participants with no international experience; my findings revealed that the extent of one's international experience is associated to the index of global citizenship. My results are aligned with Tarrant et al., (2011), Walters et al. (2017), Petzold and Peter (2015), Tack & Carney (2018), who supported the idea that study abroad is positively connected to perceptions of global citizenship.

I generated information that can be used to support that international experiences are a significant predictor of global citizenship in students of higher learning of the U.S.A.-Mexico border; formal international educational experiences have a significantly higher impact on global citizenship than international travel and educational experiences only on campus. Through my results, I also suggest that being physically present in another country is significant for global citizenship. This contradicts the findings of Kishino and Takahashi (2019), that commented that

physical presence in a foreign destination is not significant for the development of global citizenship

When I analyzed the population regarding the three dimensions of global citizenship proposed by Morais & Ogden (2011) I found significant differences in social responsibility and global competence, and I encountered no significant difference between groups in global civic engagement. My findings contrasted with Berlin (2015), who reported that participants with international experience scored significantly higher in global citizenship dimensions when compared than the ones with only national experience.

Morgan and Alcocer (2015) encountered that Hispanic doctoral students in the US Mexico border scored higher than their counterparts of other ethnicities in community involvement. As per Morgan and Alcocer (2016) civic engagement is a component of the identity of the border, as doctoral students from the U.S.A-Mexico border reported a strong sense of community, desire to contribute, resilience and willingness to persevere.

My results are connected with Morgan and Alcocer (2015, 2016).I found no significant difference in civic engagement between undergraduate students from the border who have studied abroad, undergraduate students with international experience different than study abroad, and undergraduate students with only campus experiences, and I inferred that community involvement and civic engagement are features of the identity of the inhabitants of the U.S.A.-Mexico border.

International experiences, either formal or non-formal do not represent a predictive factor for civic engagement. Considering my results, I suggest that in the Hispanic / Latino undergraduate students and doctoral students from the US-Mexico Border are similar towards community involvement and are influenced by the cross-bordering exposure and transborder

family tides, as found by Hartman et al (2020). The further exploration of the roles that “cross-border” family structures and trans-border support systems have in global citizenships attitudes showed by students from the U.S.A-Mexico border would be beneficial for the international education field.

It will be recalled that the quantitative research question regarded the potential impact of study abroad in Global Citizenship, and how global citizenship attitudes are predicted by intrinsic and contextual factors. Intrinsic factors were gender, classification, program of study, Immigration status, ethnicity and age, and household education and household Income as contextual factors. When I conducted the regression analysis, I entered global citizenship index as the dependent variable, and the contextual and intrinsic factors as independent variables. The model resulted significant ($f=5.670$ $p<0.001$, as it explained 35% of the variance.

I found that household income was not a significant predictor of global citizenship in higher education students that attend an institution in the US-Mexico border. These results are aligned with Furia (2005) who found a negative proportional relationship between income and global citizenship, and suggested the vulnerable areas usually showed higher levels of solidarity, connection and belonging, independently of the individual wealth.

Ideology as the "belief system—the core beliefs and values—that creates and maintains a group's identity and often expressed in a view of history and a political agenda (Feire,1970; Gutek, 2011). As I suggest in my findings International exposure occurs naturally in the border area, and students’ perceptions of social responsibility, global competence and community engagement are influenced daily as a natural reaction to this exposures.

Qualitative Discussion

In the qualitative nested study, I inquired on students’ leaders meaning of global citizenships and study abroad. I identified and interviewed four study abroad alumni who were

playing a leadership role in a student organization affiliated with a university in the U.S-Mexico Border. I constructed the questions with Morais' & Ogden's (2011) global citizenship dimensions, and the concept of the study abroad of the Institute for International Education as a framework. I did not mention any reference as my objective was to explore what was the meaning of global citizenship in student leaders of the U.S.A-Mexico border.

I encountered that the meaning that participants have constructed on global citizenship, study abroad, social responsibility, global competencies and civic engagement are similar to the ones developed by Morais & Ogden (2011). Study abroad alumni showed similar appreciations on global citizenship and international experiences, independently of the destination where they studied abroad.

The participants revealed that the physical presence in a foreign country allowed them to observe and understand the culture of the country they visited, as well as their local culture. The students were specific in how study abroad influenced their intercultural competencies (Deardorff, 2006) as they explained that their process to successfully interact with locals was developed by them through observation, analysis, practice, self-assessment and connection.

I found that participants were truly oriented to the fulfill civic duties as contributing members of the society by respecting the law and the local customs. I also encountered that participants considered learning the culture of other countries and being aware of global issues as factors that influence their possibilities of success as professionals and as active members of their community.

Participants remarked that their study abroad experience was a space for collaboration with their peers, and with the community where they studied. Participants stated that the

international experience they got gave them critical elements to improve their involvement with their own community once they returned home.

Student leaders remarked that their study abroad experience involved activities that influence them as leaders, as they reflect a lot on how to create social cohesion in their own community by observing what other countries do; this reflection led them to embrace their own culture, and enhanced on then their will to become global citizens in their own community.

I found that participants centered their meaning of study abroad in collaboration, experience and more opportunities. For the student leaders, participate in study abroad represented the chance to build collaborative attitudes with their study abroad peers, and with locals to whom they interacted during the course and visits (Walters et al., 2017).

The students commented that that these interactions influenced their awareness of issues in the foreign country related to issues at home. The four student leaders agreed that study abroad was an activity that provided them elements to analyze issues in their community. The students addressed that critical analysis was possible when they were observing how other places function, and they decided apply their international knowledge in serving their community by becoming leaders of student organizations.

My findings support the research performed by Jackson (2015) and Walters et al. (2017); both researchers proposed that study abroad increases the awareness of local issues while students are in an international environment.

The four participants agreed that global citizenship is an on-going process, which implies constant learning obtained by observation, the modification of meaning structures. and the creation on new meaning schemes towards a more cosmopolitan stage that implies the

recognition of mechanism of change for individual across borders (Cabrera; 2017; Deardorff & Ararasatnam-Smith, 2017; Schattle 2008;2009, Mezirow, 1990; Cranton; 2006).

In regards to their self-identification as global citizens, I encountered that the participants contextual factors are a factor they consider to frame their self-perfection as citizens of the world. In all student leaders, study abroad generated conditions for conducting self-assessment to their identities and belief systems. Thus the level of sophistication of their responses (Streitwieser & Light, 2009; 2018; Aristizabal, 2011) can relate to critical reflection during and after their study abroad experience

Two participants self-identified as global citizens, and two responded that there were not global citizens. These differences might be explained by considering that identity is constructed through the conceptualization of the pre-existing conditions that limit and define the self-image and place the subject in a dilemma between humility or arrogance when expressing skills or characteristics (Eze; 2017; Mansilla & Gardner, 2007, Cabrera 2018).

The participants who identified themselves as global citizens linked the stage of being able to understand and connect with other cultures in a foreign country, appreciate the diversity in their homeland, learn from the experience and enrich their capabilities for successful intercultural interactions. The participants who considered themselves not global citizens yet, concurred in the need to attain a higher education degree and travel to many places in the world to be able to have self-recognition as global citizens. “Non Global Citizen yet” participants showed a tendency towards a study abroad as an elitist activity (Lörz, Quetz and Nast, 2016, Trilokekar & Ramsi, 2011; Simpson; 2011; Zemach-Bersins, 2009).

Student leaders who do not see themselves as global citizens believed that skills obtained through formal education were the only valid one for effective social interaction and successful performance in intercultural situations (De Sousa Santos, 2007; Cabrera; 2018; Galinova; 2015).

In contrast, members who identified themselves as global citizens remarked that the physical presence in a foreign country represented an opportunity to observe and interact with the foreign environment, identify similarities among cultures, increase local and global awareness, appreciate the presence of diversity in their homeland, and identify opportunities for involvement with the international community and their homeland (Trilokekar & Ramsi, 2011; Leivas; 2018; Matera, 2016, Garcia & Cuellar; 2018).

Many border students can function in different cultural systems naturally because they have grown up in an geographical area that favors the exposure to two or more cultural and economic systems, however, they do not recognize themselves as interculturally competent as they have internalize this process (Rocha-Romero & Orraca-Romano, 2018). Being interculturally competent is part of their daily life, but epistemic, socio-cultural and psychological distortions can block the recognition of this unique feature on them (Mezirow, 2003).

Conclusion

Globalization is a transforming force of economic, political, academic, legal and civic structures and systems. Globalization represents a paradigmatic revolution for institutions in all areas.

In educational institutions, globalization creates the conditions for the rebuilding of its *raison d'être*. Its participation in the global exchange requires that the student population obtains skills of culturally competent citizens, such as social responsibility, global skills and global civic involvement,. Higher education institutions aim to promote social and individual growth,

develop cosmopolitan awareness, and enhance ethics and respect for the diversity of perspectives and world appreciations by integrating global citizenship into their curriculum and offering international programs.

International programs are highlighted as a mean to develop global citizenship attitudes in students. International experience is considered a necessary component in the construction of global citizenship; I found that formal international mobility has a greater contribution to the development of global citizenship attitudes in higher education students from the U.S.A.-Mexico Border. Students who participated in formal international mobility programs were more prone to social responsibility and global competencies than their counterparts with international non-academic experience, or those with only local experience. Information was obtained on the role of the border context in the perception of the inhabitant of the border as a global citizen.

Individuals must be able to take perspectives on their immediate cultural, social, and political environment, to engage in critical dialogue with it, bringing to bear fundamental moral commitments that define their own place with respect to their surrounding reality (Martinez-Lirola, 2018; Hartman et al., 2020 ; Freire, 2005, 2011; Peraza-Sangines, 2015; Mustakova-Possardt, 1998; Deardorff; 2006:2014, Tarrant, 2014).

Meaning structures are sources for understanding the reality and culture of oneself and the others. In the data-linked nested design, I found that the student leaders that I interviewed envisioned social responsibility as being a contributing member to the society and being respectful of law.

Student leaders centered the meaning of global skills on understanding the local culture. My findings for this section of the study aligned with Hartman et al. (2020) who found that education abroad encourages participants to critically reflect on their belief systems, self-assess

their personal assumptions, and develop students capabilities to act toward the common good of their local communities. Regarding meaning of global citizenship, my participants framed their responses on the fact that global citizenship is a dynamic process of learning, that requires to be open-minded, and involves travel and critical reflection.

My findings support Mezirow's (1990; 2003) statements of the modification of meaning structures. In order to achieve the modification of meaning structures it is necessary to understand others and adapt to the other perspective (Mezirow 1990, 2003).

I can also connect the meaning of global citizenship with the Intercultural Competence process delineated by Deardorff (2006). This is because my participants recognized that global citizenship is an ongoing process that requires constant observation, self-questioning of behavioral and cultural patterns, the integration of those patterns into the thinking and acting guidelines, to be successful in any intercultural interactions.

Limitations

Being a first approach to a complex issue such as global citizenship, this work has limitations on the depth and breadth that the issues are addressed. One of the limitations is the cross-sectional measure, which prevents the observation of the subsequent effects of the border context, cross-border family and support system structures on global citizenship. Other limitation relies on the fact that the Global Citizenship Scale by Morais & Ogden (2011) has not been previously used on a similar population. Another limitation of this study includes a non-random selection, which did not allow for the generalization of the results.

Regarding the qualitative section of the study, the few number of interviews is a limitation. There was a limited number of participants that fulfill the criterion of being a student leader and have studied abroad. I only encountered five, and only four gave consent to participate.

Implications

As mentioned by Streitwieser and Light (2018), the development of global citizenship through study abroad lacks intellectual coherence. Despite the scholarly attention, the critical feature of student understanding of the concept of global citizenship in higher requires more in-depth research.

Educational travel may be an effective instrument for fostering autonomy, trust, cooperation and communication among its participants. Nonetheless, I found that international exposure of any kind does not represent a significant factor for civic engagement. I discussed that civic engagement seems to be a component of the identity of the U.S.-Mexico inhabitants, as addressed by Morgan and Alcocer (2015). The inquire on how civic engagement is linked to the identities of the students of the U.S.A.-Mexico is one of the future research implications I propose.

Given the many variables across individual mobility experiences and the complexity of individual learning and development processes, there is clearly scope for more in-depth qualitative research on the topic (Killick 2012), with a special focus on cross-bordering family ties, cross bordering cognitive justice, and cross-bordering perceptions of global citizenship. The impact that cross-border family structures have on the development of global citizenship skills and the perception of global citizenship in students of an institution of the Mexican border imply subsequent investigations.

As argued by Bejarano and Shepperd (2018) the borderland inhabitants have developed family structures and support systems that are cross-border or transnational. As students from the US Mexico Border are significantly influenced by the context of interculturality where they inhabit, my findings suggest that more research is necessary on the role of cross-border family structures and support systems in the presence of the strong civic engagement

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APPENDIX A

APPENDIX A

IRB APPROVAL



The Institutional Review Board for Human Subjects Protection (IRB)
Division of Research, Innovation, and Economic Development
Office of Research Compliance

July 11, 2018

To: Luis F Alcocer Medina

From: Institutional Review Board

Subject: Approval of a New Human Research Protocol

<p>IRBNet ID: 1227268-1</p> <p>IRB# 2018-102-05</p> <p>Project Title: The Construction of Global Citizenship in Students from Hispanic Serving Institutions in the US</p>
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Dear Researcher,

The IRB protocol referenced above has been reviewed and **APPROVED ON July 11, 2018**.

Basis for approval: Expedited 6 and 7

Approval expiration date: July 10, 2019


Recruitment and Informed Consent: You must follow the recruitment and consent procedures that were approved. If your study uses an informed consent form or study information handout, you will receive an IRB-approval stamped PDF of the document(s) for distribution to subjects.

Modifications to the approved protocol: Modifications to the approved protocol (including recruitment methods, study procedures, survey/interview questions, personnel, consent form, or subject population), must be submitted to the IRB for approval. Changes should not be implemented until approved by the IRB.

Approval expiration and renewal: Your study approval expires on the date noted above. Before that date you will need to submit a continuing review request for approval. Failure to submit this request will result in your study file being closed on the approval expiration date.

Data retention: All research data and signed informed consent documents should be retained for a *minimum* of 3 years after *completion* of the study.

Closure of the Study: Please be sure to inform the IRB when you have completed your study, have graduated, and/or have left the university as an employee. A final report should be submitted for completed studies or studies that will be completed by their respective expiration date.

Approved by: 
Laura D. Seligman
Interim Chair, Institutional Review Board

APPENDIX B

APPENDIX B
SURVEY LEGEND

1. Age

Prefer not to answer = 0

18-24 =1

25-34 =2

35-44 =3

45 and above=4

2. Gender

Prefer not to answer =0

Male=1

Female=2

Non-Binary = 3

3. Ethnicity

Prefer not to answer = 0

Caucasian/White =1

African American =2

American Indian or Alaska Native =3

Asian =4

Native Hawaiian or Pacific Islander =5

Hispanic =6

Other =7

4. Classification

Freshman /Sophomore =1

Junior /Senior =2

Masters/ Doctoral = 3

5. Program of Study

1=Liberal Arts

2=Business and Economics

3=STEM

4=Multidisciplinary studies

5=Masters

6=Doctoral

7=Other

6. Immigration Status

Prefer not to answer =0

US Citizen =1

US Permanent Resident =2

International Student (Under a Visa) =3

Other =4

Deferred Action for Childhood Arrival = 5

7. State Residing

Prefer not to answer 0

Alabama,AL 1

Alaska,AK	2
Arizona,AZ	3
Arkansas,AR	4
California,CA	5
Colorado,CO	6
Connecticut,CT	7
Delaware,DE	8
Florida,FL	9
Georgia,GA	10
Hawaii,HI	11
Idaho,ID	12
Illinois,IL	13
Indiana,IN	14
Iowa,IA	15
Kansas,KS	16
Kentucky,KY	17
Louisiana,LA	18
Maine,ME	19
Maryland,MD	20
Massachusetts,MA	21
Michigan,MI	22
Minnesota,MN	23
Mississippi,MS	24

Missouri,MO	25
Montana,MT	26
Nebraska,NE	27
Nevada,NV	28
New Hampshire,NH	29
New Jersey,NJ	30
New Mexico,NM	31
New York,NY	32
North Carolina,NC	33
North Dakota,ND	34
Ohio,OH	35
Oklahoma,OK	36
Oregon,OR	37
Pennsylvania,PA	38
Rhode Island,RI	39
South Carolina,SC	40
South Dakota,SD	41
Tennessee,TN	42
Texas,TX	43
Utah,UT	44
Vermont,VT	45
Virginia,VA	46
Washington,WA	47

West Virginia,WV	48
Wisconsin,WI	49
Wyoming,WY	50
I do not reside in the US	51

8. Campus (Nominal)

East Campus=1

West Campus = 2

Online = 3

9. GPA (Scale)

1-1.99 = 1

2.00-2.99=2

3.00-3.99= 3

4.00= 4

10. Education in Household

High school or Less =1

Some college but no degree =2

Associate degree in college (2-year) =3

Bachelor's degree in college (4-year) =4

Master's degree =5

Doctoral degree or higher =6

11. Household Income (Scale)

Less than \$10,000 to \$39,999 =1 (1,2,3,4)

\$40,000 to \$69,999 =2 (5,6,7)

\$70,000 to \$99,999 =3 (8,9,10)

\$100,000 or more = 4 (11, 12)

12. Currently Employed (Nominal)

No=0

Yes=1

13. Travel outside USA

No=0

Yes=1

14. Travel Abroad Details (Multiple choice response)

15. Family Related =1/No response =0

16. Job related =1/ No response =0

17. Church related =1/No response=0

18. Tourism (Vacation, family vacation) =1/No response=0

19. School related (Elementary, Middle, or High school) =1/No response=0

20. School related (University, not study abroad) =1/ No response=0

21. Study Abroad =1/ No response=0

22. The Country Study Abroad (Nominal)

No=0

Afghanistan 1

Albania	2
Algeria	3
Andorra	4
Angola	5
Antigua and Barbuda	6
Argentina	7
Armenia	8
Australia	9
Austria	10
Azerbaijan	11
Bahamas	12
Bahrain	13
Bangladesh	14
Barbados	15
Belarus	16
Belgium	17
Belize	18
Benin	19
Bhutan	20
Bolivia	21
Bosnia and Herzegovina	22
Botswana	23
Brazil	24

Brunei Darussalam	25
Bulgaria	26
Burkina Faso	27
Burundi	28
Cambodia	29
Cameroon	30
Canada	31
Cape Verde	32
Central African Republic	33
Chad	34
Chile	35
China	36
Colombia	37
Comoros	38
Costa Rica	40
Côte d'Ivoire	41
Croatia	42
Cuba	43
Cyprus	44
Czech Republic	45
Democratic Republic of the Congo	47
Denmark	48
Djibouti	49

Dominica	50
Dominican Republic	51
Ecuador	52
Egypt	53
El Salvador	54
Equatorial Guinea	55
Eritrea	56
Estonia	57
Ethiopia	58
Fiji	59
Finland	60
France	61
Gabon	62
Gambia	63
Georgia	64
Germany	65
Ghana	66
Greece	67
Grenada	68
Guatemala	69
Guinea	70
Guinea-Bissau	71
Guyana	72

Haiti	73
Honduras	74
Hong Kong (S.A.R.)	75
Hungary	76
Iceland	77
India	78
Indonesia	79
Iran	80
Iraq	81
Ireland	82
Israel	83
Italy	84
Jamaica	85
Japan	86
Jordan	87
Kazakhstan	88
Kenya	89
Kiribati	90
Kuwait	91
Kyrgyzstan	92
Lao Republic	93
Latvia	94
Lebanon	95

Lesotho	96
Liberia	97
Libya	98
Liechtenstein	99
Lithuania	100
Luxembourg	101
Madagascar	102
Malawi	103
Malaysia	104
Maldives	105
Mali	106
Malta	107
Marshall Islands	108
Mauritania	109
Mauritius	110
Mexico	111
Micronesia	112
Monaco	113
Mongolia	114
Montenegro	115
Morocco	116
Mozambique	117
Myanmar	118

Namibia	119
Nauru	120
Nepal	121
Netherlands	122
New Zealand	123
Nicaragua	124
Niger	125
Nigeria	126
North Korea	127
Norway	128
Oman	129
Pakistan	130
Palau	131
Panama	132
Papua New Guinea	133
Paraguay	134
Peru	135
Philippines	136
Poland	137
Portugal	138
Qatar	139
North Korea	140
Republic of Moldova	141

Romania	142
Russian Federation	143
Rwanda	144
Saint Kitts and Nevis	145
Saint Lucia	146
Saint Vincent and the Grenadines	147
Samoa	148
San Marino	149
Sao Tome and Principe	150
Saudi Arabia	151
Senegal	152
Serbia	153
Seychelles	154
Sierra Leone	155
Singapore	156
Slovakia	157
Slovenia	158
Solomon Islands	159
Somalia	160
South Africa	161
South Korea	162
Spain	163
Sri Lanka	164

Sudan	165
Suriname	166
Swaziland	167
Sweden	168
Switzerland	169
Syrian Arab Republic	170
Tajikistan	171
Thailand	172
Macedonia	173
Timor-Leste	174
Togo	175
Tonga	176
Trinidad and Tobago	177
Tunisia	178
Turkey	179
Turkmenistan	180
Tuvalu	181
Uganda	182
Ukraine	183
United Arab Emirates	184
United Kingdom	185
Tanzania	186
United States of America	187

Uruguay	188
Uzbekistan	189
Vanuatu	190
Venezuela	191
Viet Nam	192
Yemen	193
Zambia	194
Zimbabwe	195

GLOBAL CITIZENSHIP SCALE (Morais & Ogden, 2011)

SOCIAL RESPONSIBILITY		Strongly	Somewhat	Neither	Somewhat	Strongly
23	SR1 think that most people around the world get what they are entitled to have.	5	4	3	2	1
24	SR2 Developed nations have the obligation to make incomes around the world as equitable as possible.	5	4	3	2	1
25	SR3 The world is generally a fair place	5	4	3	2	1
26	SR4 It is ok if some people in this world have more opportunities than others	5	4	3	2	1
27	SR5 I think people around the world get the rewards and punishments they deserve	5	4	3	2	1
28	SR6 The needs of the worlds' most fragile people are more pressing than my own	5	4	3	2	1

29	SR7 People in the United States should emulate the more sustainable and equitable behaviors of other developed countries.	5	4	3	2	1
30	SR8 In times of scarcity, it is sometimes necessary to use force against others to get what you need	5	4	3	2	1
31	SR9 I feel that many people around the world are poor because they do not work hard enough.	5	4	3	2	1
32	SR10 I do not feel responsible for the world's inequities and problems.	5	4	3	2	1
33	SR11 No one country or group of people should dominate and exploit others in this world.	5	4	3	2	1
34	SR12 I respect and am concerned with the rights of all people, globally.	5	4	3	2	1
35	SR13 I think of my life in terms of giving back to the global society.	5	4	3	2	1

	GLOBAL COMPETENCE	Strongly	Somewhat	Neither	Somewhat	Strongly
36	GC1 I am confident that I can thrive in any culture or country .	5	4	3	2	1
37	GC2 I unconsciously adapt my behavior and mannerisms when I am interacting with people of other cultures.	5	4	3	2	1
38	GC3 I often adapt my communication style to other people's cultural background.	5	4	3	2	1
39	GC4 I know how to develop a plan to help mitigate a global environmental or social problem.	5	4	3	2	1
40	GC5 I am able to communicate in different ways with people from different cultures.	5	4	3	2	1
41	GC6 I am informed of current issues that impact international relations.	5	4	3	2	1
42	GC7 I know several ways in which I can make a difference on some of this world's most worrisome problems.	5	4	3	2	1
43	GC8 I am fluent in more than one language.	5	4	3	2	1
44	GC9 I am able to get other people to care about global problems that concern me.	5	4	3	2	1
45	GC10 I welcome working with people who have different cultural values from me.	5	4	3	2	1

46	GC11 I feel comfortable expressing my views regarding a pressing global problem in front of a group of people.	5	4	3	2	1
47	GC12 I am able to mediate interactions between people of different cultures by helping them understand each others' values and practices.	5	4	3	2	1
48	GC13 I am able to write an opinion letter to a local media source expressing my concerns over global inequities and issues.	5	4	3	2	1

GLOBAL CIVIC ENGAGEMENT		Strongly	Somewhat	Neither	Somewhat	Strongly
52	GCE1 If at all possible, I will always buy fair-trade or locally grown products and brands.	5	4	3	2	1
53	GCE2 Over the next 6 months, I will contact a newspaper or radio to express my concerns about global environmental, social or political problems.	5	4	3	2	1
54	GCE3 Over the next 6 months, I plan to do volunteer work to help individuals and communities abroad.	5	4	3	2	1

49	GCE4 Over the next 6 months, I will express my views about international politics on a website, blog, or chat-room.	5	4	3	2	1
50	GCE5 Over the next 6 months, I will participate in a walk, dance, run or bike ride in support of a global cause.	5	4	3	2	1
51	GCE6 Over the next 6 months, I will sign an email or written petition seeking to help individuals or communities abroad.	5	4	3	2	1
52	GCE7 Over the next six months, I will volunteer my time working to help individuals of communities abroad	5	4	3	2	1
53	GCE8 Over the next six months, I plan to get involved with a global humanitarian organization or project.	5	4	3	2	1
54	GCE9 I will deliberately buy brands and products that are known to be good stewards or marginalized global people and places.	5	4	3	2	1
61	GCE10 Over the next 6 months, I will contact or visit someone in government to seek public action on global issues and concerns	5	4	3	2	1
55	GCE11 Over the next 6 months, I plan to help international people who are in difficulty	5	4	3	2	1

56	GCE12 I will boycott brands or products that are known to harm marginalized global people and places	5	4	3	2	1
57	GCE13 Over the next 6 months, I plan to get involved in a program that addresses the global environmental crisis	5	4	3	2	1
58	GCE14 Over the next 6 months, I will display and/or wear badges/stickers/signs that promote a more just and equitable world.	5	4	3	2	1
59	GCE15 Over the next 6 months, I will work informally with a group toward solving a global humanitarian problems	5	4	3	2	1
67	GCE16 Over the next 6 months, I will participate in a campus forum, live music or theater performance or other events where young people express their views about global problems	5	4	3	2	1
68	GCE17 Over the next 6 months, I will pay a membership or make a cash donation to a global charity.	5	4	3	2	1

APPENDIX C

APPENDIX C

AUDIO RELEASE FORM

The University of Texas Rio Grande Valley

Audio Release Form

The Construction of Global Citizenship in Students of Hispanic Serving Institution
Students in the United States

Researcher: Luis Fernando Alcocer Medina

Phone: 956-703-7154

Email Address: luis.alcocer@utrgv.edu

Faculty Advisor: Dr. Bobbette Morgan

I hereby give permission to Luis Fernando Alcocer Medina to audio record my responses during the interview for this study, **The Construction of Global Citizenship in students of Hispanic Serving Institution in the United States** I further understand that researchers will use a pseudonym to identify me and that neither my name nor any other identifying information will be associated with the audio recording or transcription of my recorded responses. The recorded material will only be used for research purposes. As with all research consent, I may at any time withdraw permission for audio recorded material of me to be used in this research project.

I acknowledge that there is no compensation for allowing myself to be audio recorded.

I am permitting the review and transcription of my recorded interview by the investigators. The recorded material will be securely stored at Brownsville BMain 1.308B for approximately 3 years. After that time, all recorded data will be destroyed. No one other than the investigators will have access to the data.

Participant Signature: _____

Date: _____

Please keep a copy of this sheet for your reference.

The University of Texas Rio Grande Valley
IRB APPROVED
IRB# 2018-102-05
Expires: July 10, 2019



APPENDIX D

APPENDIX D

SEMI STRUCTURES INTERVIEW QUESTIONS

Semi-structured interview questions (Adapted from Berlin, 2015), to be performed to students that signed the recording consent, recruited from UTRGV Summer study abroad participants

History and Context

1. Tell me about yourself, where are you from, how many years have you been in the university, what things you like from the institution you attend.
2. Have you traveled internationally? Explain

Global Citizenship & Study Abroad

3. What is your understanding of Global Citizenship?
4. Does a person have to travel to be a global citizen? Please Explain
5. If one person is a global citizen and another is not, what is the difference?
6. How has study abroad experience affected your life? Please explain from an academic, career, personal perspective
7. Does studying abroad make individuals more competitive or cooperative? Please Explain

Meaning Making of Global Citizenship Dimensions

8. What is your understanding of Social Responsibility?
9. What is your understanding of Global Competence?
10. What is your understanding of Global Civic Engagement?

BIOGRAPHICAL SKETCH

Luis F. Alcocer earned a Doctor of Education degree on May 2020 from The University of Texas Rio Grande Valley in Brownsville, Texas, United States. He obtained a Master's in Business Administration from the TecMilenio University and a bachelor's degree in Accounting at the Autonomous University of Yucatan. He was the Associate Director for Student Affairs, Student Services, International Mobility and Lectures in business at the University of Quintana Roo Playa del Carmen. His recent publications are: Mentoring Hispanic students: A literature review (Alcocer and Martinez, 2017), Descriptive comparison of Hispanic doctoral students (2007-2014) with Carnegie Initiative of the Doctorate national survey results (Morgan and Alcocer, 2016), Hispanic Doctoral Students Challenges: Qualitative Results (Morgan and Alcocer; 2015). He currently serves as an international program specialist at The University of Texas Rio Grande Valley.

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