



The Influence of Global Citizenship Consciousness of University Students Majoring in Business Administration on Human Rights Sensibility

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Abstract

Purpose – This study verified the mediating effect of volunteer activities in the influence of global citizenship consciousness on human rights sensitivity of university students majoring in business administration.

Research design, data, and methodology – The survey was conducted on 172 4-year college students in G City, Korea. SPSS 23.0 program was used to perform frequency analysis, descriptive statistics analysis, correlation analysis, reliability analysis, and multiple regression analysis. In addition, path analysis was conducted to confirm the mediating effect of volunteer activities.

Result – First, the “justice domain” had a statistically significant effect on human rights sensitivity. Second, the “cognitive domain” had a positive and significant effect on volunteer participation. Third, the volunteer participation of university students majoring in business administration had a positive and significant effect on human rights sensitivity. Fourth, in the relationship between global citizenship consciousness and human rights sensibility of university students, volunteer participation had a partial mediating effect.

Conclusion – The period of college enrollment is an important time to establish life goals and strategies as adults. Therefore, if the university environment is built to grow into a healthy global citizen, it will help to cultivate global competence and the “sensitivity to human rights” that is more emphasized in the era of the 4th industrial revolution.

Keywords: Global Citizenship Consciousness, Volunteer Participation, Human Rights Sensitivity.

JEL Classification Code: A13, A20, I23, I25, I28.

1. Introduction

We are living in a rapidly changing era of globalization. Globalization is affecting the workplace, schools and society at large. With rapid globalization, the country has expanded into the global world. The movement of human resources as well as physical resources is accelerating globalization, openness, and diversification. It is very important to have a global consciousness that transcends nationality and ethnicity and contribute to the global society for common problem solving. Global problems such as polarization of poverty, terrorism, global warming, and food shortages are a common problem for humanity beyond the nation.

With globalization, college students are working hard to grow into global leaders. In particular, students majoring in business administration have a high frequency of exposure to internationalization. In addition, they are often exposed to issues of new knowledge related to international issues. In a situation where companies grow and operate globally, changes are required to understand the culture and traditions of other countries and to break away from self-ethnicism. This change implies the inner values of human beings such as viewpoints, beliefs, and expectations.

Global citizenship is the capacity to cultivate an open mind and create positive international relations. The importance of global citizenship consciousness that college students must have as members of civil society is gradually being emphasized. Accordingly, the necessity and interest of university students to participate in global citizenship and public prosperity are increasing.

Identity as a global citizen first begins with a sense of community (Park & Yang, 2017). Community consciousness recognizes oneself and others as the same being and pursues a harmonious life for members. An important criterion for grasping citizenship in such a community is human rights consciousness (Bae, 2013; Kim & Kim, 2015). Global citizenship education, education for international understanding, and cultivation of global citizenship are in the context of human rights that respect human dignity and the rights of others (Kim, 2012). Global Citizenship Education (GCE) and Human Rights Education (HRE) make substantial contributions to civic education, and there is a high correlation between the goals of the global citizenship education program and the goals, value recognition, and socialization of global citizenship education programs are highly related to the human rights education (HRE) model goals (Fernekes, 2016).

The cultivation of human rights sensibility is important for establishing a vision during and after college, as well as understanding and practicing one's rights and the rights of others in depth. Related prior studies include a study on educational measures for global citizenship in universities (Boni & Calabuig, 2017), a study on the development of a global citizenship consciousness scale for university students (Yoon & Kang, 2017), and a study that affects global citizenship consciousness for university students (Kang, 2015; Kim, 2015) and a study that analyzed the effectiveness of the management of essential education courses for cultivating global citizenship of university students (Kim & Jeon, 2017). Research on the global citizenship consciousness of university students is insufficient. The proportion of research mainly targeting children and adolescents is high (Chae, 2015; Kim & Park, 2016) and a study on the impact of volunteering experience and international exchange activities on global citizenship (Kim, 2015; Shin & Kim, 2012), A study on cultivating global citizenship (Lee, 2016) has been focused on (Shin & Kim, 2012). Research related to human rights sensibility also has a high proportion of studies mainly targeting children and adolescents (Hong & Ah, 2012; Jeong & Kim, 2015; Kwon, 2015; Won & Park, 2015). Research on (Park & Lee, 2020) has been conducted. As a study targeting adult college students, there is a study on nursing majors. But there is no research on global citizenship, human rights sensibility, and volunteer activities. In order to cultivate the global competencies and thinking skills of university students majoring in business administration, it is important to prepare specialized diagnosis and strategies for the major. However, research on the relationship between global citizenship consciousness, human rights sensibility, and volunteer participation of business administration majors is insufficient.

The purpose of this study is to verify the mediating effect of volunteer activities in the influence of global citizenship consciousness on human rights sensibility of university students majoring in business administration. In addition, this study aims to suggest directions for effectively cultivating global citizenship and human rights sensitivity. This will lead to implications of policy development to establish university curriculum to cultivate talents with global core competencies and to cultivate talents with competency tailored to industries.

The research question is as follows. First, does the global citizenship consciousness of university students majoring in business administration have a positive effect on human rights sensitivity? Second, does the global citizenship consciousness of university students majoring in business administration have a significant effect on volunteer participation? Third, does the volunteer participation of university students majoring in business administration have a significant effect on human rights sensitivity? Fourth, does volunteer participation have a mediating effect in the relationship between global citizenship consciousness and human rights sensibility of university students majoring in business administration?

2. Research method

2.1. Research subject and number of sampling institutions

In this study, from April to June, 2019, 180 four-year college students in G-city were selected to analyze the impact of global citizenship consciousness on human rights sensibility of business-related university students and to verify the mediating effect of volunteer activities. A survey was conducted. Among the collected questionnaires, a total of 172 questionnaires were analyzed, excluding 8 unscrupulous questionnaires. The characteristics of the study subjects are shown in Table 1.

Table 1: Characteristics of study subjects (N=172)

Variable	Contents	Frequency (n)	Ratio (%)
Gender	Man	106	36.0
	Woman	62	61.6
Experience of Receiving Global Citizenship Education	Positive	58	35.3
	Negative	106	64.6
Activity Participation Experience	Positive	50	30.5
	Negative	114	69.5
Religion	Christian	26	16.3
	Buddhism	16	10.0
	Catholic	8	5.0
	None	108	67.5
	Other responses	2	1.3
Academic Year	1	52	31.3
	2	52	31.3
	3	38	22.8
	4	18	10.8
Age	Less than 20 years old	48	29.3
	20-23 years old	92	54.5
	24-27 years old	24	14.1
Parents Monthly Income	Less than 1 million won	14	9.5
	1~2 million won	52	35.1
	2~4 million won	80	54.1
	4 million won or more	2	1.4

2.2. Measurement tool

To measure global citizenship, Lee, Lee, and Chae (2018) used the Global Citizenship Consciousness Scale for university students. The measurement variables were composed of three areas: cognitive domain, justice domain, and practical domain. The cognitive domain was composed of 7 questions for understanding international issues, 6 questions for problem determination and analysis, and 5 questions for understanding other cultures. The justice domain consisted of 7 questions of social justice, 8 questions of openness to other cultures, 6 questions of respect for universal values, and 6 questions of empathy and solidarity. The practical domain consisted of 6 questions about willingness to participate in society, 6 questions for developing practical skills, and 6 questions for global citizenship activities.

Human rights sensitivity, a dependent variable of this study, was measured using the “human rights sensitivity indicator” developed by Moon, Moon, and Kwak (2002). The human rights sensitivity indicator consists of three sub-indicators: situational perception, outcome perception, and responsibility perception. For each case, respondents' perception of situation, perception of outcome, and perception of responsibility were measured on a 5-point scale. 'Situation perception' measures the ability to interpret the situation, 'result perception' measures the ability to imagine and understand the consequences of actions that will affect oneself and others, and 'responsibility perception' measures the responsibility for solving problems. It's a measure of the degree of willingness to think that you are in yourself and act in real action. There are a total of 6 questions, 2 questions each related to the 3 subfactors of human rights sensitivity (situation perception, outcome perception, responsibility perception). Each of the two questions is composed of a question that measures human rights sensitivity and a question that asks about values that are not related to human rights sensitivity. The evaluation of the question is 'I disagree at all' (1 point), 'I do not agree very much' (2 points), 'It is normal' (3 points), 'I generally agree' (4 points), and 'Very agree' (5 points). When scoring, only when the score of the question that measures human rights sensitivity is higher than the question that asks for a value not related to human rights sensitivity, the score was adopted and added. Participation in volunteer activities was expressed as 'I have experience in volunteering', and the composition was 'I disagree at all' (1 point), 'I disagree very much' (2 points), 'It is normal' (3 points), 'I generally agree' (4 points) and 'strongly agree' (5 points). In this study, Cronbach's value was found to be .706 for management characteristics and .708 for program characteristics.

2.3. Data analysis

Using the SPSS 23.0 Program, frequency analysis, descriptive statistics analysis, correlation analysis, reliability analysis, multiple regression analysis to analyze the influence between variables, and path analysis to confirm the mediating effect of volunteer activities were conducted. As a method of factor analysis, principal component analysis, which analyzes total variance, was used.

3. Results and Interpretation

3.1. Analysis of descriptive statistics between measurement variables

The mean, standard deviation, skewness and kurtosis of each measurement variable are shown in Table 2. The average value of the variables is close to the median value, and the skewness is a standard index and the absolute value does not exceed 2.00, and the kurtosis as the standard index does not exceed 7.00, thus confirming the assumption of the normal distribution of the data.

Table 2: Technical statistics analysis

Variable	Measurement Variable	Minimum Value	Maximum Value	Average	Standard Deviation	Skewness	Kurtosis
Global Citizenship	Cognitive Domain	1.95	4.55	3.1264	.50799	.357	.313
	Justice Domain	2.90	5.07	3.5143	.36114	.955	2.640
	Practical domain	1.22	4.28	2.8450	.62975	-.047	-.112

Human Rights Sensitivity	Perception of Situation	1.00	5.00	3.6977	.97585	-.835	.024
	Perception of Results	1.00	5.00	3.5186	1.07077	-.609	-.610
	Perception of Responsibility	1.00	5.00	3.4558	.86011	-.295	-.176
Participation in Volunteer Activities	Degree of Participation	1	5	3.36	1.544	-.275	-1.395

3.1. Analysis of reliability and validity of measurement variables

As a result of analyzing the reliability, it was found that the number of internal consistency (Cronbach's alpha) between the questions was appropriate to determine the internal consistency between the items of the measurement tool of each factor.

Table 3: Reliability analysis of measurement variables

Variable	Measurement variable	Number of Questions	Concept Reliability	Overall Reliability
Global citizenship	Cognitive Domain	18	.688	.740
	Justice Domain	27	.7896	
	Practical Domain	18	.698	
Human Rights Sensitivity	Perception of Situation	10	.828	.889
	Perception of Results	10	.850	
	Responsibility	10	.849	

3.3. The Impact of Global Citizenship Consciousness and Volunteer Activity Participation on Human Rights Sensibility

3.3.1. The effect of global citizenship on human rights sensitivity

Multiple regression analysis was conducted to investigate the impact of global citizenship on human rights sensitivity. The results are shown in Table 4. As a result of the analysis, it was found that the justice domain ($t=5.942$, $p<.001$) had a statistically significant effect on human rights sensitivity.

As shown in Table 4, when both the tolerance of the factors used in the study and VIF are close to 1, it is judged that there is no multicollinearity. In the case of VIF, when it is 10 or more, it is judged that there is multicollinearity. Accordingly, there was no multicollinearity between each factor. Global citizenship was found to account for 17.6% of the total change in human rights sensitivity.

Table 4: The Effect of global citizenship on human rights sensitivity

Variable	Non-standardization factor		Standardization Factor (β)	t	Multicollinearity	
	B	S.E			Tolerance	VIF
(constant)	.605	.618		.980		
Cognitive Domain	-.289	.152	-.167	-1.904	.638	1.566
Justice Domain	1.224	.206	.502	5.942***	.686	1.458
Practical domain	-.157	.125	-.112	-1.253	.611	1.636
F=11.977***, R=.420, R ² =.176						

***p<.001

3.3.2. The effect of global citizenship on participation in volunteer activities

Table 5 shows the results of multiple regression analysis to find out the effect of global citizenship on participation in volunteer activities. It was found that the cognitive domain (t=2.047, p<.001) had a statistically significant effect on learners' interactions. Global citizenship was found to account for 8.1% of the total change in volunteer activities.

Table 5: The effect of global citizenship on participation in volunteer activities

Variable	Non-standardization factor		Standardization factor (β)	t	Multicollinearity	
	B	S.E			Tolerance	VIF
(constant)	-.450	1.159		-.388		
Cognitive Domain	.583	.285	.189	2.047*	.638	1.566
Justice Domain	.541	.386	.125	1.399	.686	1.458
Practical Domain	.048	.235	.019	.203	.611	1.636
F=4.931(.003), R=.384, R ² =.181						

***p<.001

3.3.3. The effect of participation in volunteer activities on human rights sensitivity

A multiple regression analysis was conducted to find out the effect of volunteering participation on human rights sensitivity. The results are shown in Table 6.

As a result of the analysis, it was found that participation in volunteer activities had a statistically significant effect on human rights sensitivity. Volunteer participation was found to account for 16.6% of the total change in human rights sensitivity.

Table 6: The effect of participation in volunteer activities on human rights sensitivity

Variable	Non-standardization Factor		Standardization Factor (β)	t	Multicollinearity	
	B	S.E			Tolerance	VIF
(constant)	3.064	.156		19.595		
Participation in Volunteer Activities	.145	.042	.257	3.469***	1.000	1.000
F=12.033***, R=.357, R2=.166						

***p<.001

3.4. Path analysis between global citizenship consciousness, participation in volunteer activities, and human rights sensitivity

3.4.1. Correlation between variables, mean and standard deviation

Table 7 shows the results of the correlation analysis as a basic analysis to find out the relationship between the interaction variables of global citizenship, participation in volunteer activities, and human rights sensitivity.

Correlation means that the closer the absolute value is to 1, the higher the correlation between variables. This indicates a correlation between variables, not a causal relationship.

Table 7: Correlation analysis between measurement variables

Variable	x1	x2	x3	x4	x5	x6	x7
x1	1	.477**	.558**	-.076	.046	.061	.216**
x2	.477**	1	.510**	.276**	.343**	.382**	.200**
x3	.558**	.510**	1	-.030	.059	.116	.165*
x4	-.076	.276**	-.030	1	.741**	.744**	.132
x5	.046	.343**	.059	.741**	1	.723**	.107
x6	.061	.382**	.116	.744**	.723**	1	.244**
x7	.216**	.200**	.165*	.132	.107	.244**	1

**p<.01

* (Global Citizenship): x1 (cognitive domain), x2 (definite domain), x3 (practical domain), (human rights sensitivity): x4 (situation perception), x5 (result perception), x6 (responsibility perception), x7(Volunteer participation)

3.4.2. Path analysis between global citizenship consciousness, participation in volunteer activities, and human rights sensitivity

In the research model, the significance of the standardized path coefficient in the research model was calculated to examine the direct effect, indirect effect, and total effect between variables. As a result of the analysis, as shown in Figure 1, the path coefficients of the variables were found to be significant at the significance level p<.001 in all path coefficients. In other words, it can be seen that in the influence of global citizenship on human rights sensibility and participation in volunteer activities on human rights sensibility, the path is significant not only in the direct path but also in the intermediary path.

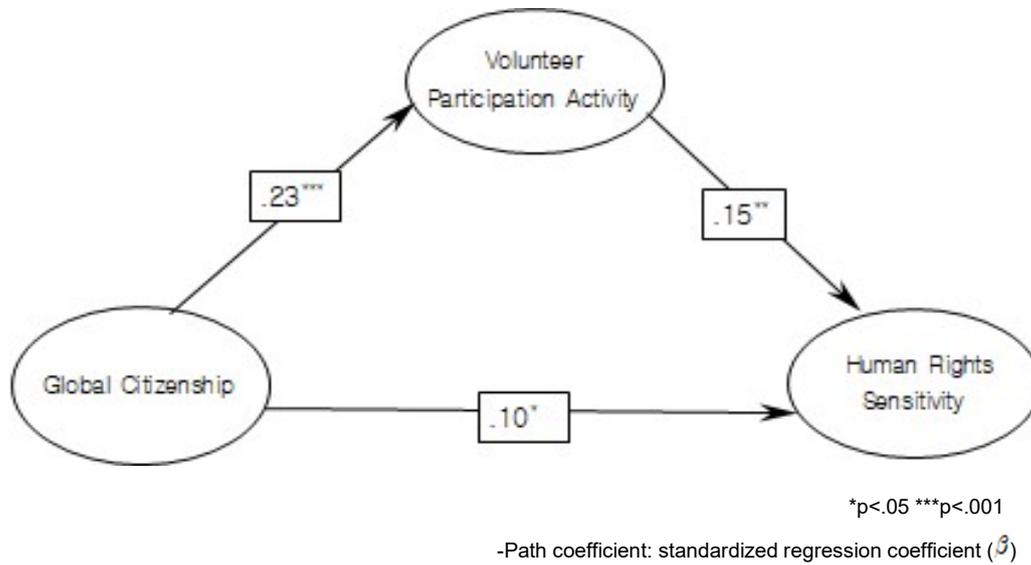


Figure 1: Path coefficient of the research model

Table 8: Direct and indirect effects of the measurement model

Total Effect		
	Global Citizenship	Volunteer Participation Activity
Volunteer Participation Activity	.230	.000
Human Rights Sensitivity	.136	.148
Direct Effect		
	Global Citizenship	Volunteer Participation Activity
Volunteer Participation Activity	.230	.000
Human Rights Sensitivity	.102	.148
Indirect Effect		
	Global Citizenship	Volunteer Participation Activity
Volunteer Participation Activity	.000	.000
Human Rights Sensitivity	.034	.000

In other words, as a result of analyzing the significance of the total effect and direct and indirect effects on global citizenship, volunteer activities, and human rights sensitivity, Table 8 is shown. In terms of the total effect, global citizenship has a significant effect on voluntary participation activities (recruitment coefficient =.230) and a statistically significant effect on human rights sensitivity (recruitment coefficient =.136). In addition, it was found that

volunteer activities had a positive effect on human rights sensibility (path coefficient = .148). The indirect effect of global citizenship on human rights sensibility was shown as a path coefficient of .034. It was found to be slightly lower than the path coefficient of .102. Through the analysis results, global citizenship has a statistically significant effect on volunteer participation activities and human rights sensitivity, and the mediating effect of volunteer activities between global citizenship consciousness and human rights sensitivity was confirmed.

4. Conclusions

The purpose of this study is to verify the mediating effect of voluntary participation in the effect of global citizenship consciousness of university students on human rights sensitivity. To this end, the influence of global citizenship consciousness, human rights sensibility, and volunteer participation variables was analyzed for 172 college students at a university located in K city. The main analysis results and implications are as follows.

First, it was found that among the sub-factors of global citizenship consciousness of business college students, the “justice domain” had a statistically significant effect on human rights sensitivity. This is the result of supporting the research that emphasizes that global citizenship education and global citizenship are highly related to human rights consciousness and human rights sensitivity (Fernekes, 2016; Kim, 2012). The justice domain is the domain of attitudes, which means an attitude of interest and cooperation in common issues around the world. This implies that continuous interest in social and educational dimensions is needed to strengthen the justice part to improve human rights sensitivity. Therefore, reflecting this, universities should develop and operate courses that can develop a justice domain in the global citizenship consciousness of business university students.

Second, it was found that the “cognitive domain” among the sub-factors of global citizenship consciousness of business university students had a positive and significant influence on volunteer participation. This is a result similar to previous studies that revealed that volunteer participation has a positive effect on raising global citizenship and is an important variable (Kim, 2015). The cognitive domain refers to knowledge and understanding of the world's major problems, human universal values, and cultural diversity. Therefore, it is necessary to provide opportunities for lectures and seminars to cultivate global citizenship. This is because the volunteer participation rate is higher in the case of students who have taken global citizenship education than those who have not taken the course. Therefore, related education is required, and institutional support, system support, and quality improvement of the development and operation of the curriculum are required.

Third, it was found that the voluntary participation of business-related university students had a positive and significant effect on human rights sensitivity. In reflection of the research results, the university should activate volunteer programs related to comparative studies as a part of experiential learning along with the subjects of business students. In particular, domestic college students' participation in activities as global citizens is generally low, and among the sub-factors, scores in the cognitive and justice areas are high, but scores in the practical domains are low (Lee et al., 2018). Therefore, efforts should be made to provide a university education environment and practical programs that can revitalize practical domains, and above all, programs that enable students to participate voluntarily with interest should be developed and operated. In this respect, if corporate investment and support are made in the operation of programs to establish global citizenship, not only the improvement of individual educational welfare but also the social value of equal opportunity can be pursued.

Fourth, in the relationship between global citizenship consciousness and human rights sensibility of business university students, volunteer participation was found to have a partial mediating effect. This means that volunteering is a result of global citizenship and at the same time a cause of increasing human rights sensitivity.

Through research analysis, it was confirmed that each sub-area has a significant or insignificant influence. However, citizenship should be understood as “doing” rather than “being” or “knowing”. In other words, it means that the “cognitive” and “justice” areas have an effect on human rights sensitivity and volunteer activities, and in particular, practical domains should not be overlooked. Therefore, in order to cultivate global citizenship, not only university education through epistemological knowledge transfer, but also practical experiences and field activities to directly experience citizenship should be provided.

Most of all, the period of college enrollment is an important time to establish life goals and strategies as adults. Therefore, if the university environment is built to grow into a healthy global citizen, it will help to cultivate global competence and the “sensitivity to human rights” that is more emphasized in the era of the 4th industrial revolution.

This study analyzed the relationship between global citizenship consciousness, human rights sensibility, and volunteer activities of university students majoring in business administration, and revealed the influence of each variable. However, despite the results of the research, it has the following limitations. First, there is a limit in

representing all college students majoring in business as the sampling of the survey subjects is not a probability proportional sampling but a random sampling for each survey group. Therefore, in order to more closely demonstrate the relationship between the variables, it is necessary to secure the representativeness of the sample through a probability proportional sampling based on demographic characteristics such as by city/province, by university size, and by university type. Second, the research model set up in this study was significant, but the explanatory power (R²) was slightly lower overall. This is because there were difficulties in setting various explanatory variables. It is hoped that future follow-up studies will be conducted by additionally considering various variables that can explain human rights sensitivity as dependent variables.

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