
NEWSLETTER

Global Competence of Students in PISA High-Performing Regions: The Impact of Individual and School Factors

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AMIDST the constant progression of globalization, it is of great significance to cultivate talents with global competence and ample knowledge about international affairs in order for the nation to seize development opportunities and react properly to global challenges. There has been increasing research on the possibility of fostering student global competence in the school setting. Using data of four high-performing countries and regions in the PISA Global Competence Survey 2018, this study analyzed the effects of school and personal factors on student global competence as well as the influence of school factors on the relation between student personal factors and global competence development.

The research findings reveal that:

- *Family socioeconomic status (SES), multilingual capability, and reading interest of students positively predict their global competence to varying degrees.*
- *The average ESCS level of the school positively predicts global competence of students of all four countries and regions, multicultural events and globalized curricula have no significant impact on student global competence, and teacher multicultural belief negatively predicts global competence of Singaporean students.*
- *The average ESCS level of the school only has a significantly negative moderating effect on the relationship between Hong Kong students' reading interest and global competence, and teacher multicultural belief can positively moderate the relation between family SES and global competence of Canadian students.*

The study suggests that schools should offer students from diverse backgrounds equal opportunities for global competence training, place premiums on improving students' foreign language proficiency, and work to create a reading-valued campus culture; and that they should encourage international peer communication, organize intercultural activities, improve the depth and breadth of globalized curricula, and provide teachers with professional training on global competence education.

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