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**IMPROVING FACILITATORS TO BUILD  
INTERCULTURAL SKILLS FOR DOMESTIC  
AND INTERNATIONAL STUDENTS IN  
PUBLIC UNIVERSITIES IN HO CHI MINH  
CITY, VIETNAM**

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# ABSTRACT

Binh Tran Cam: Improving facilitators to build intercultural skills for Domestic and International students in public universities in HCMC  
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The study intends to show whether if improving facilitators can affect the overall intercultural competence in international higher education. The objectives of the study are to establish the strengths and weaknesses as well as to identify any aspects, barriers, opportunities and competitive advantages that exist with the current education position. Accordingly, the researcher will develop a new strategy to improve current education position and future aspect when applying new strategy through utilizing competitive advantages identified.

As a quantitative study, a survey was conducted. A structured questionnaire with 192 respondents forms the primary data of the study. The survey included 100 students, 41 facilitators, 39 academic personnel, and 12 academic administrators. In addition to Likert scale, used to analyses the quantitative data, 8 interviews were collected from respondents who participated and supported the international programs during their study time.

Based on the results, the study recommends University of Economics Ho Chi Minh City, Vietnam Education Market in particular and International Higher Education in general should improve their quality of teaching materials, vary English-teaching subjects, implement more intercultural activities for both domestic and international students, and improve the quality of facilitators who are in charge of international programs.

Keywords: Intercultural competence, Higher education institutions, Internationalization, University facilitators, Intercultural training

The originality of this thesis has been checked using the Turnitin Originality Check service.

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## Chapter 1 Introduction

### 1.1. Research background

The World Bank has supported the reform and improvement of Vietnam's education by developing the objective of Enhancing Teacher Education Program (ETEP), Project ID: P150060. Since 2016, the main objective of Vietnamese education was to enhance the teacher education institutions, while strengthening teacher and principal's effectiveness in order to improve continuous professional development (Vietnam Enhancing Teacher Education Program, 2016, Abstract). The total project grant is 100.000 Million USD from the period 2016-2020 to establish new framework for the provision of retraining, training, and continuously professional development for teachers. The goal of this project focuses on the teacher training in a way that the teachers will be able to transform necessary skills to their students and improve the quality of global education (The World Bank, 2016).

The amount of foreign visitors in Vietnam on August 2019 was estimated to 1,512,447 arrivals, with 14.9% increase in a month, as the total amount in 8 months reached 11,309.232 arrivals with 8.7% increase over the same period last year (Vietnam National Administration of Tourism, 2019). Viet Nam, one of the most emerging and fast-growth countries in South-East Asia, has welcomed an average million foreign visitors with multiple purposes monthly, especially, in Ho Chi Minh City, the main entrance with population of 13 million people. Because of the main gate for international destination, Ho Chi Minh City has recently invested in **training cultural intelligence for facilitators to build intercultural competence for domestic and international students in public universities.**

## **1.2. Problem statement**

Cultural Intelligence (CQ) is one of the newest concepts for domestic education; therefore, it has been seriously taken into account for both scholars and policy makers. Cultural Intelligence is the ability to across the gap between multiple cultures and its people (Brancu et al., 2016). Fundamentally, CQ is about understanding the mixture of one's culture, and the multiple cultures where one belong. It is also being fully aware of the way one work with others.

International relations can create misunderstanding because we all speak the “international language” of English, however, using “international” words with our own native meaning. As quoted from George Bernard Shaw (Bloomsbury International, 2019) said, even the United States and United Kingdom are “two countries divided by a common language.” A lot of the time, we are not speaking the same language at all. Therefore, CQ is about more than connecting national borders and developing our capability to operate effectively in finding a way to break down barriers between countries.

In 2018, Viet Nam Ministry of Education and Training has approved 531 joint training program together with foreign partners, 339 of which are operating and 192 ceasing operations, according to a recent report by the Ministry of Education and Training's (MoET) Continuing Education Department. Thus, around 80,000 people have taken part in these joint training programs, more than half of them have received certificates. The demand of educational and cultural affairs exchange programs is one of most significant point among public universities. One of the biggest achievements for public universities is Vietnam National University, which has been placed in the top QS Ranking List in February 2019, and has climbed 15 places to rank 124<sup>th</sup> (Vu & Tuan, 2020). To address this concern, research suggests the training of scholars in term of cultural



intelligence will make an improvement in the higher educational system. As a result, the students in both domestic and internationally exchange will be more open to experience the differences.

This research focuses on the main educational factors in public universities which impact on the global education quality. Cultural barriers, such as inaccurate perceptions and negative stereotypes as well as communication problems usually lead to a breakdown of understanding between people and this causes conflicts and problems at an interpersonal level (Hewstone and Giles, 1997, Campbell, 1967).

### **1.3. Research Objectives**

Vietnam is opening our door to welcome the World, however, the improvement for international education in the public universities is absent in the current research. Besides, the public universities have more focused on the development of academic sides than cultural ones. This study aims to research ways to improve the education for students internationally and nationally.

The aim of this study is to find answers the question, which factors will influence to the quality of global education in public universities in Ho Chi Minh City, Vietnam and how those factors will correlate with the improvement with three sub-questions:

- (1) Why using cultural intelligence will build an improvement in education of public universities?
- (2) Whether training cultural intelligence toward facilitators will change the quality of global education?
- (3) Are graduated students higher recognized with intercultural skills?

This study aims to answer all these research questions in order to find out evidence of those factors will affect the improvement in the quality of global education.

#### **1.4. Structure of the thesis**

The author structures the thesis into six parts as follow: Chapter 1 is Introduction; Chapter 2 includes the literature review; Chapter 3 explains the research methodology used in the study; Chapter 4 shows the research results; Chapter 5 concludes the thesis, and Chapter 6 is discussing further about the thesis.

In chapter one, the study will introduce (1) research background; (2) problem statement; (3) research objectives; (4) structure of the thesis. An introduction to the global academic which has changed the national education provides the background and the context guiding this study.

In chapter two, there are three parts: (1) literature review (2) hypothesis development and (3) research framework. In literature review, the review of the related researches on the topic has been conducted. The literature review also identifies previous researches to create the big picture of this subject. Then, in the hypothesis development, the author will raise three hypotheses. Then, the author will represent a research chart, which put all hypothesis to guide the research process.

Chapter three relates to research methodology conducted in the thesis. Using the mixed methods, which qualitative and quantitative methods, are conducted to investigate whether the impact on global education in public university.

Chapter four presents the results of this study. In this chapter, the author combines a variety of tools to reveal which factors affect the improvement for the quality of global education in public universities. These results will have used to make a statement on the hypothesis of this research.

Chapter five concludes what is examined in the thesis. In addition, the chapter six also indicates the limitations, debate some implementation and provides recommendations for further research on the topic.

## **Chapter 2 Literature Reviews**

### **2.1. Literature Review**

Cultural intelligence (CQ) is the ability to navigate multi-cultural differences to communicate successfully is global competency, which is a foundational element of international business success. Culture plays significant role in influencing all aspects of business, including relationship building and problem-solving (Dzenowagis, 2008). As a result, both in the talent management and development strategies of many leading organizations have been used cross-cultural training, as a standard method.

Understanding the cultural differences in interaction strengthens both cohesiveness and effectiveness of business styles across all corporate functions from sales to procurement, support services and technology (Lautman, 2015). Cultural intelligence provides individuals understanding about different cultures, which enables them to work in compassionate and positive way with others from various cultures. Therefore, CQ enables a more advanced knowledge of nationalities, corporate cultures, disciplines, traditions, which can have great positive impact on international businesses (Liu & Liu, 2006). The most important aspect of CQ is it can add some competitive edge to businesses, as cultural awareness improves teamwork, cooperation, communication and performance.

#### **2.1.1. Global Education**

The concept of internationalizing education has existed for decades (Molina & Lattimer, 2013). In the 11<sup>th</sup> Century, the first Dutch scholar arrived at Oxford University, England. After that, the exchanging model started gaining attraction with France, Britain, and Germany to move their scholars around, however, it was still applied for the aristocratic elite at that time. Until the century of 20<sup>th</sup>, when the revolution of transportation enabled students to cross oceans and

nations easier, institutions began to expand their operations beyond the home nation. Later on, higher education has promoted many exchange or semester-abroad programs, or has been placing international institutions in the other country to spread the global experiences.

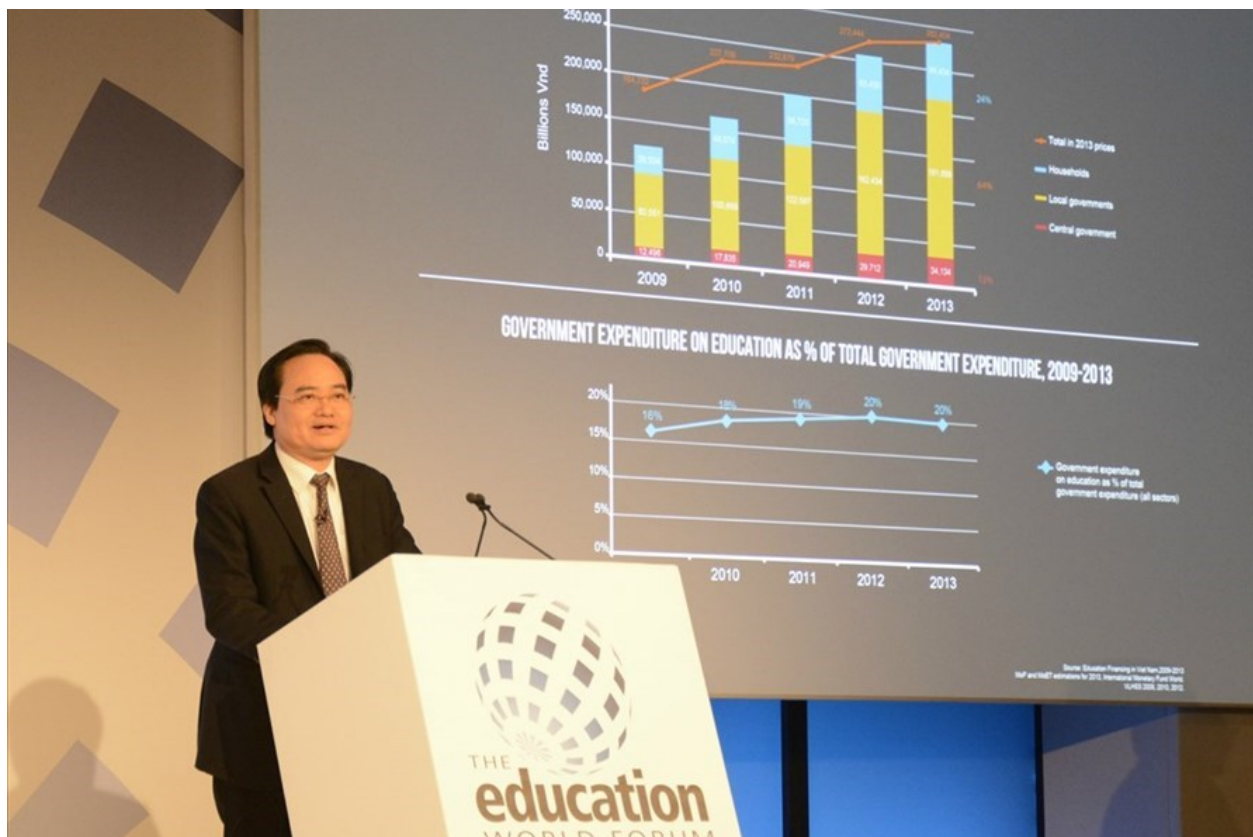
What is the definition of global or international education concept? UNESCO has defined that international education is education for international understanding (Unesco, 1959). Living in the interconnected World, nowadays, it is believed that global or international education is a form of approaching education, which prepares students not only prestigious education but also uniquely multifaceted academic experiences. The global opportunities allow students to exposure to the diverse systems, perspectives and cultures, and to understand the connection between each nation's economic, cultural, political and environmental changes impacting on others.

### **2.1.2. Improvement in quality of global education**

According to Article 35 of the current Constitution of Vietnam (issued in 1992) stipulates: "Education is the first priority of the national policy. Over the past 30 years since Đổi Mới - Renovation, the Vietnamese government has invested heavily in reforming education systems, especially in terms of literacy. Almost 94% of the populations of 15 years of age or above are literate. All of the cities and provinces has achieved the national standard of illiteracy eradication and primary education universalization. In 2006, the government issued Decision No 14/2005/NQ-CP signed November 2<sup>nd</sup>, 2005 about Vietnam's training and education development strategy through 2010. The strategic plan has emphasized that the trend of globalization has been speeding up in terms of economy. Correspondingly, in the solution for education and training development, the objectives of government have been targeted to improvement of technical training capacities, improvement of school facilities, developing

leading universities and professional secondary schools and providing training for technical fields, human resources and for professionals in foreign countries.

Recently, in early 2019, Minister of Education and Training ***Phung Xuan Nha*** attended the Education World Forum and Global Education Fair taking place in London, United Kingdom to promote equality, investment in education and efficiency in Vietnam.



***Picture 1.*** The speech of Minister of Education and Training Phung Xuan Nha at Education World Forum. Dang.C (2019)

“Factor driven economy” is the newest term for Vietnam’s economic situation, which relies heavily on unskilled labor and natural resources for its global competitiveness (Harman, Hayden & Pham, 2010). Vietnam’s educational system is not able to adequately meet the country’s increased demand for high quality, skilled human resources; and for development, innovation,

research - caused by the rapid development of the Vietnamese economy (World Bank, 2008). Another serious issue comes up with the Vietnamese higher education system, which neither adequately prepares Vietnamese graduates with needed skills nor professional life or studying abroad (Vallely & Wilkinson, 2008). Correspondingly, the issue causes difficulties for international managers when hiring locally skilled labor, though the candidates have qualified appropriately undergraduate requirements.

### **2.1.3. Cultural Intelligence**

Cultural intelligence or cultural awareness can be defined as an individual's ability to function effectively in the environments with other people from different cultures (Earley & Ang, 2003). Cultural intelligence is associated with numerous outcomes such as cultural adjustment (Gudmundsóttir, 2015), intercultural negotiations and cooperation (Imai & Gelfand, 2010), and cross-cultural communication (Presbitero, 2017). Therefore, the shift in Vietnam from a centrally planned to a market economy has transformed the country to one of the most dynamic emerging countries in Asia. Over the past 30 years after ĐỔI MỚI, there are more global opportunities invested in Vietnamese markets, as a result, the number of foreigners, who work and live in the country, has increased rapidly. Over 80,000 foreigners are working in Vietnam, according to Le Quang Trung, Deputy Head of the Department of Employment under the Ministry of Labour, Invalids and Social Affairs (MOLISA), ("Co-operation Memoranda were signed at Vietnam-UK education cooperation and investment promotion forum", 2019). Therefore, the pressure on public universities in terms of inclusiveness and diversity has increased recently. In 2014, the Communist Party of Vietnam issued Resolution 33-NQ/TW about building a healthy cultural market, promoting the development of cultural industries, increasing Vietnamese culture, and step-by-step narrowing the gap of cultural enjoyment between urban and rural areas, between

regions and social strata. Applying Cultural Intelligence into public universities will embrace inclusiveness and diversity, where every student is welcomed, respected, and valued. Only when public universities truly have a welcomed environment, the quality of global education will be highly recognized.

Ho Chi Minh City, considered as the biggest economic city in Vietnam, has proven its ability to attract not only professional expatriates but also scholars and students from all over the world. In such a diverse society and multinational working and learning environment, it creates cultural diversity. This diversity, to some people who see the world with open eyes and mind, could create potential opportunities. However, there are still a community who is less open to differences between themselves and others, results in being unkind with ones who are different, and kind to those who share similarities (Blanchard & Thacker, 2012). CQ in Vietnam has been recently presented, and appeared to be a fairly new definition across industries including education. According to Bückner, Furrer, Poutsma, & Buyens, (2014), cultural intelligence is an important construct describing cross-cultural competencies and attracting attention in academic literature.

#### **2.1.5. Intercultural competency**

It has been gathered that, in Eastern cultures ideas are often expressed indirectly, while in Western cultures expression might be more direct and clear, (Hall and Hall, 2014). Mostly, the differences in global practices can result in ‘culture shock’ (Adler, 1975), which involves frustration, confusion and may lead to lack of confidence (Aryee et al., 1996, Bhaskar-Shrinivas et al., 2005). The higher education institutions have invested in the need to prepare graduates to be able to address global challenges, resolving intercultural conflicts and acting in an integrated World system (Deardorff, 2006; Arasaratnam-Smith, 2017). Therefore, the preparation of

intercultural skills toward students will help them to be more prepared and adaptable in the future workplace. In order for that to happen, higher education institutions need to provide better quality of materials and preparation to the future work force.

Deardorff indicated that intercultural competence is the ability to develop attitudes, targeted knowledge, skills that lead to visible communication and behavior that are both effective and appropriated in intercultural interactions (Deardorff, 2006). There are three constituent elements of intercultural competence, according to Deardorff, knowledge, skills, and attitudes. This is mostly the result of a failure to misunderstanding, misinterpretation and communicates. There needs to be a desire and willingness to do things differently. Corporation leaders need to manage this complexity and be prepared to articulate the issues in a way that brings people together and makes progress. Thus, academics are aware that, many jobs today, regardless of location, require working with people who are not the same as each other. While knowledge is certainly important for individual to be successful, it is not enough (Deardorff, 2015).

Furthermore, cross-cultural training aims to enable current and future leaders to develop knowledge, awareness and skills required to be culturally competent in multi-cultural situations (Asch, 1952). International leaders face unique challenges in acquiring the relevant competencies. While they need to be sensitive to their workers, they also must be able to deal with anger, frustration or defensiveness caused by the intensity of emotions that cultural differences cause between employees. The leaders must help participants to recognize and understand other ways of seeing, while keeping their own integrity, and support them to working effectively in the situation of two or more cultural frames of reference.

Many previous studies have found correlations between intercultural training and changes in participants' perception relating to their own interpersonal relationships with other cultures and



increased capacity to recognize and negotiate any differences arising from cultural background to achieve positive outcomes. Furthermore, intercultural training has decreased their experience of culture shock or intercultural conflict; and improved their performance on the job (Hammer et al., 2003; Zell & Strickhouser, 2018; Patel et al., 2011).

Furthermore, international students agreed that linguistic or cultural factors can hinder effective communication and unequal participation, resulting in cultural misunderstandings between students. Students also noted the difficulty of designing group work that enables every student to participate. Students who have little experience of group working, participants recommended to provide them specific task or role in-group working. In consequence, students who are prepared with intercultural skills during their higher education will be more successful in workplace, and the education system will be recognized as global education. The profession development of teachers offers an important potential way to improve schools, increase teacher quality and improve the quality of student learning (Jetten, 2018).

## **2.2 Intercultural training in higher education institutions**

### **2.2.1 Current education situation in Vietnam**

Vietnamese education, focusing on key social values, is gradually deteriorating among the young generation (Doan, 2005). Young Vietnamese start searching for their own identity and image as Vietnamese society is becoming globalized. Unfortunately, Vietnamese students tend to copy the image of models in commercial photos or fashionable movie, which in fact only promote an earthly value, luxurious, and material life (Hays, 2014). There is a claim that the inappropriate methods and the poor quality of educational system in HEIs is a result of a rise in social problems and of a downfall of morality among young generation (Tuyet, 2013). It is considered that political and legal teaching has been mistakenly understood as moral education, which has

almost no impact on the development of the morality, character and personality of students (Oliver, 2004). In other words, as expected in the Education Law, the objectives of education are hard to achieve.

Additionally, Vietnamese cultural feature, based on the Confucian heritage, is one of the explanations for the passive learning style of students. Many researchers had negative review on this “cultural” learning style. There are evidences of cultural factors affecting Vietnamese students’ learning, but educational system has major effect on students’ learning style. With the current situation in Vietnam HEIs, students tend to practice the passive learning style, even if they want to or not. Accordingly, the educational system needs to be advanced before students are able to develop their independent learning, autonomous and researching style (Harman, Hayden & Nghi, 2012).

Additionally, from the early childhood study, Vietnamese students get used to “follow as instructed” teaching style. At a result, Vietnamese students are lacking of self-study, flexibility and adaptability skills, 72% lack practical skills while 40% lack soft skills (Australia Awards, 2018). Furthermore, A Ho Chi Minh City Industry and Trade College report on Vietnamese students’ soft skills says that domestic students are inactive although Vietnamese society is becoming globalized. Additionally, Vietnamese students’ foreign language communication and proficiency skills are weaker than in regional countries (Phong, 2016).

Internationalization has been characterized as impelled by four rationales: economic, political, academic and social/cultural (Jiang 2008; Knight 2015). Intercultural training is to enhance the quality of the education by gearing students with the abilities, skills and knowledge to produce affective cognitive and behavioral or attitudinal changes (Grossman & Salas 2011). Effective intercultural training should increase the quality of education and lead to higher productivity and

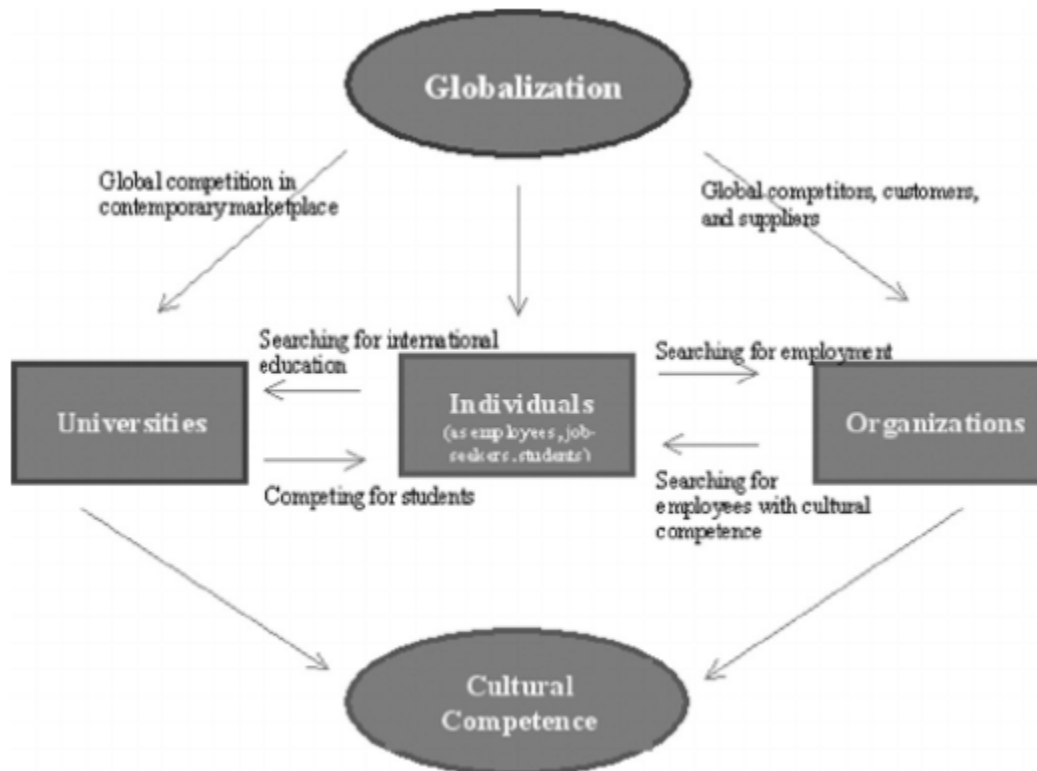
importantly higher study motivation. Effective cultural intelligence training should enhance and facilitate the multicultural acquisition of students to perform effectively in multi-cultural situation (Paige, 1986). Additionally, by enabling students and raising awareness to accept different cultures and customs, intro of CQ training intervention was designed and delivered to international students.

### **2.2.2 The importance of cultural intelligence in Higher Education Institutions**

Internationalization as seen by economic and market dimension is a huge business opportunity, a way to expand educational institutions, nation's operations and potential income. Engaging beyond own national boundaries opens up significant international markets for both numbers of research funding and students (Lumby & Foskett, 2015). Despite the most recent period of global economic downturn, the market for internationalized education market has never stopped to expand rapidly (British Council and Oxford Economics, 2019). HEIs can be seen as an organizational entity maintaining specific companies' goals consistent with the companies' missions, including student learning, knowledge production and the social charter.

In an internationalized society, organization seeks to make sure employees have cultural awareness of others countries (Evelina, Schleicher & Born, 2008). These international workers have great desire to have better performance in other countries. Flexibility, organizational skills, language skills, self-dependence, and intercultural competencies become the extra benefits while working in international businesses. As the result, there are more and more students desired to study in foreign countries (Gomez & Taylor, 2017). In consistent with universities' earlier three missions, the expectations of the companies may emerge as HEIs interpret their three missions within the context of internationalization and globalization (Zha, 2003). Specifically, the proper

scope of HEIs activities where business-oriented practices and market logics contradict with academic values. (Fellows, Goedde & Schwichtenberg, 2016).



**Figure 1.** *Desire for Cultural Competence in the global education marketplace.*

(Fellows, Goedde & Schwichtenberg, 2016)

### 2.2.3 The need of developing intercultural training in higher education

Nowadays, societies are attaining new connections from all around the world. Therefore, education should seek to further cross-cultural competence development. Higher education institutions are required to adapt to the changing global stage in order to gear up emerging leaders with knowledge of other cultures. Furthermore, education providers must also provide opportunities for students to engage in outside class's experiential learning (Shalala, 2017).

Academic researchers recommend that higher education students need to develop intercultural competence to change their own prejudged attitudes into attitudes of curiosity and respect. As academic researchers have stated out, this change between people from various cultural and backgrounds becomes more important, due to increase of virtual and physical mobility and interaction in the context of technological advances that is greater than ever. Furthermore, by developing students' intercultural competence will thus be enchanting them to "deal better with cultural differences and constraints, better interaction with different co-workers in multi-cultural environment" (Pinto, 2018). Academic researchers also emphasize the importance to develop students understanding on the interdependencies between local and global contexts (Deardorff, Wit, Heyl & Adams, 2012). It has also been showed that intercultural training enables people to cooperate and interact effectively and appropriately in every cultural situation (Huber, Reynolds & Barrett, 2014).

Academics underline the importance of students' intercultural competence; students should have diverse chances to develop cultural awareness overtime: interacting with international students, in everyday life, study abroad and in course work. Additionally, there should be university's initiatives that enhance the relationships between domestic and foreign students. Thus, initiatives by universities are the main methods to increase students' cross-cultural development, which should bring an intercultural view to students' intercultural experiences. However, faculty members admit that they do not know the intercultural competence concept enough to bring the development of intercultural training into their courses.

### **2.3. The impact of facilitator in shifting Vietnamese students' learning method**

When people are having meetings in a large group, facilitation is needed to organize, control and lead the process. First, a facilitator can get everyone together and guide those to learn how to

cooperate. Furthermore, to help the group focus on the task; facilitators can lead a meeting so every member can focus on the objectives (Offor et al., 2015). Ideally, the group's facilitators are best suitable when they can concentrate on making sure that every member can work together and enchant the work toward their goals. At the result, facilitators are extremely useful in leading groups.

Many organizations and businesses have restructured, giving more power to certain employees. Organizations and companies are relying more on the input of individuals in a variety of decisions. Facilitation within organizations is becoming a critical skill for coordinating the contributions and ideas of diverse sets of members. Facilitators play a crucial role in teamwork, discussions, and company's performance (Spangler, 2003).

Nowadays, HEIs faculty members have changed the teaching style to be more cooperative, by using group work and team building. This model prepares students for the working environment where more and more organizations are using the team approach for better productivity (Richards, 2012). Facilitators allow students using prior research skills and knowledge to work together solving the problem in most logical way. This would prepare students to solve the real world problems, as well as give them the tools for success in chosen careers.

#### **2.4. Cultural intelligence among international students**

The world is becoming internationalized, because taking part in beyond-border business is necessary for not only small and medium sized companies, but also for most organizations (Alon & Higgins, 2005). In these days, internationalization represents rapid growth in global labor mobility (Templer et al., 2006). By increasing cultural diversity, globalization creates challenges for organizations and individuals. In the current globalized business environment, there is a growing demand for international managers, who are able to work efficiently in other countries

and their work assignments; possessing specific knowledge and the ability to manage and lead anywhere. Because globalization generates tension and conflicts, at the same time, it intensifies multicultural interactions (Ang et al., 2012). The multi-cultural may be the challenge for global leaders and for expatriates. This is because not everyone can possess the ability to interact effectively in multiple cultures (Crowne, 2013). There are some individuals, which are reported to be more adapted than other people in cross-cultural business situations. Peterson (2004) defined cultural awareness as the ability to use skills appropriately in multi-cultural setting. The cultural awareness concept is developed and detailed in subsequent studies (Ang & Van Dyne, 2008; Ang et al. 2012). Cultural intelligence can be seen as an individual's ability to understand and act appropriately between wide ranges of multi-cultural settings.

Previous research has shown how education-related factors impact the cultural intelligence of pre-graduate and post-graduate business students around the world. Morrell, Jewkes, Lindegger & Hamlall (2013) reported that students who had certain awareness of cultural intelligence are most likely to enroll in an international business course. Besides, Engle and Crowne's (2013) showed that there was a significant growth in all cultural awareness of undergraduate students of different majors by attending short-term international experience courses.

Additionally, there are research findings showing that when including cross-cultural subjects to the undergraduate business student's courses, the students' cultural awareness has a positive improvement. Other researchers have supported the use of tools in international management courses like CQ role playing simulation games (Bücker & Korzilius, 2015) and the application of multi-cultural team projects in international management courses in order to increase student's cultural intelligence (Erez et al., 2013).

## **2.5. The importance of cultural intelligence for international workforce**

Many studies define cultural awareness as the acknowledgement of cultural differences and not making one's own judgments about these cultural differences. Culturally aware companies understand that not every customer employee or vendor will share the same culture (Petersen, 2019). Additionally, these companies' first priority is to have positive relationships with customer, employee and vendor respecting and acknowledging cultural differences.

When working across cultures, the key is having people with a high level of intercultural competence and cultural awareness. For a company working globally, cultural awareness becomes an optional skill. It is also essential for the international employees working in multi-cultural environment. Cultural awareness can be developed at both social levels and professional; it also can make international business meetings and negotiations become more successful (MacLachlan, 2010). Lack of cultural intelligence can lead to miscommunicating, ultimately, rejection by host-culture clients, colleagues and neighbors.

## **2.6. Hypothesis Development**

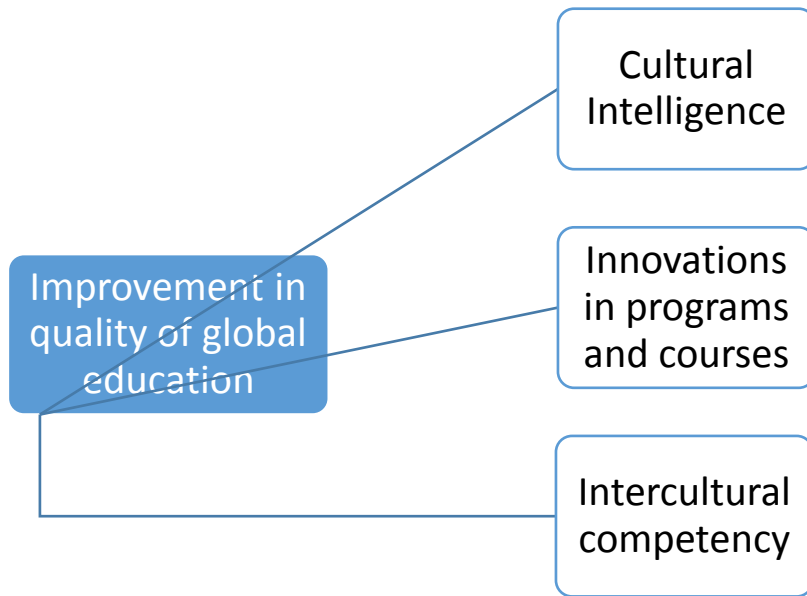
H1: Using cultural intelligence embracing inclusiveness and diversity in public universities will positively correlate to the improvement in the quality of global education.

H2: Trained Cultural Intelligence facilitators create more innovative programs and courses will positively correlate to the improvement in the quality of global education.

H3: Students with intercultural skills will positively correlate to the improvement in the quality of global education.



## 2.7. Research Model



**Figure 2.** Research Model

## **Chapter 3 Research Methodology**

### **3.1. Sample Size**

In term of accuracy of data analysis, the sample size minimizes five times in relation of some items and has to be at least 100 respondents (Akinmoladun, 2018)

The questionnaire list contains 22 items in measurement scale; then sample size should be at least 110

$$n = 5 \times 22 = 110$$

Also to the multiple regression analysis, the number sample size has to be:

$$n = 50 + 8m$$

Where m is the number of independent variables (Tabachnick & Fidell, 2001)

The research has three independent and one dependent variable, therefore, the minimum sample size in term of multiple regression should be 82

$$n = 50 + (8 \times 4) = 82$$

In summary, there are 22 items, four variables and the sample size at least 110 samples for operating EFA and regression analysis, however, there is only minimum 82 samples for multiple regression ones. The author prepared online survey platforms to distribute to students' public universities both in English and Vietnamese version within Ho Chi Minh City area. The qualified candidates should have at least participated in some programs or courses in public universities. There were 220/300 responses, but only 192 qualified to the sample.

### 3.2. Data analysis methods

The author uses a mixed method, which is a mixture of both a quantitative and qualitative study to conduct the research. In order to measure different dimensions of the concept, when performing quantitative research uses different kinds of scales, Rensis Likert has developed one of the most common measurement forms of abstract concepts in economic and social research. A survey scale represents a set of answer options covering a range of opinions on a study. In the research, the author uses Likert scale 1 to 5, which 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree), in terms of measurement. These questions are difficult to measure in real life; therefore, using Cronbach's alpha will tell the result if the test the author has designed is accurately measuring the variable of interest. After conducting the survey, the collected data has been tested for reliability based on Cronbach's alpha.

The formula of Cronbach's alpha is:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where:

$N$  = the number of items

$\bar{c}$  = average covariance between item-pairs

$\bar{v}$  = average variance

Then, based on the achieved research results, the authors will analyze in terms of interpretation and discussion. In addition, using EFA and coefficient Cronbach's Alpha to test the value and

reliability of the scale were applied in the research to analyze the averages values of variables in order to access the factors affecting the quality of global education.

Statistical Program analyzes the data collected for Social Sciences (SPSS) software, version 25.0.

Write here about the qualitative part of the data, how many interviews, who were interviewed and how was that analysed. Add the interview questions to the Appendixes also.

### **3.3. Sample Population**

The thesis collects information from people in Ho Chi Minh City who have experienced the education in public universities. The author delivered questionnaire in both English and Vietnamese version to those aged 18 or older, male or female. In order to meet the validity requirements, the person has participated in some programs belonging to public universities in Ho Chi Minh City, Vietnam at least one time.

The author conducted the sampling process in term of online survey. The author chooses public universities in Ho Chi Minh City area to proceed with the survey.

### **3.4. Sampling frame and Sampling method**

The author uses the convenience sampling method (non-probability), which achieves low cost, quick access to the resources, due to time constraints.

### **3.5. Measurement Scales**

The author indicates the questionnaire of the thesis into three parts: Part I, II and III. The author inherited from previous researches and then adjusted this measurement scale to suit the aims of the thesis. The questions list was in English. Additionally, there was a Vietnamese version in

term of respondents have little or lack English skills. The table 1 below will display the items in the questionnaire.

Cultural Intelligence	Inclusive	I1	I feel like I belong at the university	adapted from Hoffman et al., 2003; Maestas et al., 2007
		I2	I have opportunities for academic success that are similar to those of my classmates	
		I3	I feel valued by faculty	
		I4	I can fulfill the requirements of my coursework without unduly repressing my own identity, background, or experience	
	Diversity	DIV1	Students of my racial/ethnic group are respected at this university	adapted from Hurtado and Carter's (1997) definition of sense of belonging to campus
		DIV2	Faculty create an environment in the classroom that is conducive to free and open expression of opinions and beliefs	
		DIV3	People of different socioeconomic backgrounds are accepted socially here	
		DIV4	The teachers require more	

			teamwork activities in classroom	
Innovation in Programs and Courses	Teaching Learning Methods	TLM1	There are some courses applied on—the-job learning styles	adapted from Dewey 1897
		TLM2	The teachers encourage students experience the theory in term of outside classroom.	
		TLM3	The teachers encourage students be creative	
	Knowledge and Skills	KS1	The university offers more courses in foreign language	
		KS2	The university promotes different student clubs	
		KS3	The teachers require more teamwork activities in classroom	
Intercultural Competency		IC1	I can communicate English well	adapted from public universities' survey
		IC2	I demonstrate a capacity to interact appropriately in a variety of different social situations	
		IC3	I am able to resolve cross-	

			cultural conflicts and misunderstandings in teamwork situations.	
		IC4	I am prepared soft skills for future career	
Improvement in quality of global education		IMPROV1	I believe the university is welcoming education.	Adapted from Caillods. Phillips, Possion & Talbot. 2009
		IMPROV2	Working in diverse firm is my career goal.	
		IMPROV3	The courses or programs have been invested professionally	
		IMPRO4	The university opens international opportunities, develops strong partnerships around the World	

**Table 1.** The items in the questionnaire.

Based on the literature and previous surveys, the following survey was formulated:

Cultural Intelligence	Inclusive	I1	I feel like I belong at the university
		I2	I have opportunities for academic success that are similar to those of my classmates
		I3	I feel valued by faculty

		I4	I can fulfill the requirements of my coursework without unduly repressing my own identity, background, or experience
	Diversity	DIV1	Students of my racial/ethics group are respected at this university
		DIV2	Faculty create an environment in the classroom that is conducive to free and open expression of opinions and beliefs
		DIV3	People of different socioeconomic backgrounds are accepted socially here
		DIV4	The teachers require more teamwork activities in classroom
Innovation in Programs and Courses	Teaching Learning Methods	TLM1	There are some courses applied on—the-job learning styles
		TLM2	The teachers encourage students experience the theory in term of outside classroom.
		TLM3	The teachers encourage students to be creative
	Knowledge and Skills	KS1	The university offers more courses in foreign language
		KS2	The university promotes different student clubs
		KS3	The teachers require more teamwork activities in classroom
Intercultural Competency		IC1	I can communicate English well
		IC2	I demonstrate a capacity to interact appropriately in a variety of different social situations
		IC3	I am able to resolve cross-cultural conflicts and misunderstandings in teamwork situations.
		IC4	I am prepared with soft skills for future career



Improvement in quality of global education		IMPROV1	I believe the university is welcoming education.
		IMPROV2	Working in a firm with diversity is my career goal.
		IMPROV3	The courses or programs have been invested professionally
		IMPRO4	The university opens international opportunities, develops strong partnerships around the World

***Table 2. The items in the questionnaire.***

## **Chapter 4 Research Result**

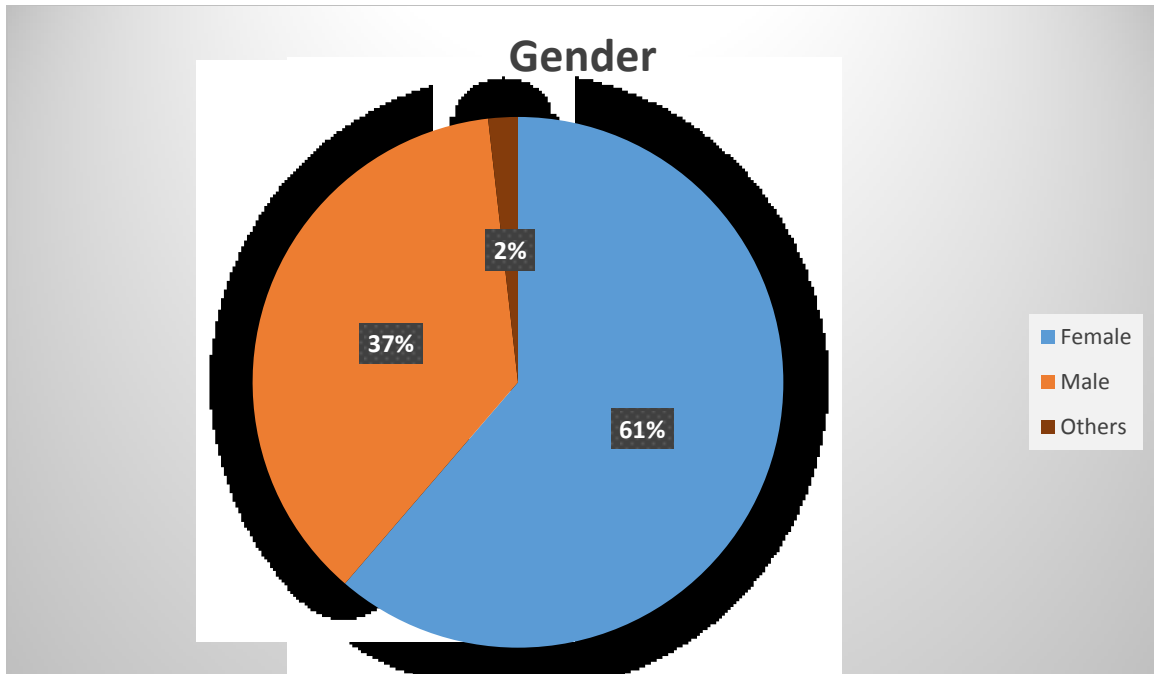
In this chapter, the results of study are presented. The author uses different tools to analyze which factors affects the improvement in quality of global education. The results will be used to determine the hypothesis of this study.

### **4.1 Descriptive analysis**

#### **4.1.1. Sample Description**

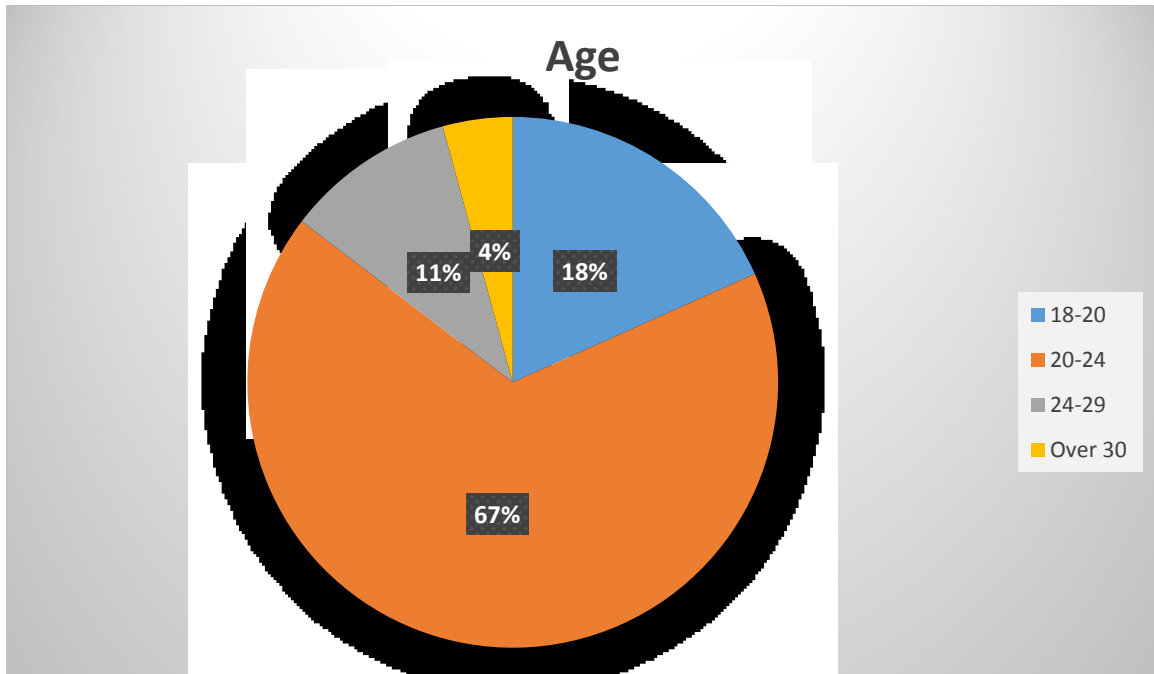
In order to participate in the survey, respondents have to have had some experience from public universities in Vietnam, thus, the first question to determine whether they are qualified to continue or not is “Have you been participating in any public universities?” There are 91.6% (192) qualified respondents, and 8.4% (18) unqualified ones.

Female respondents contribute 61.3% which is relatively higher than its counter partner with only 36.9%, and others (prefer not to say) present 1.8%. It indicates that the gender balance in the sample is similar to gender balance in a board survey, which is conducted by the educational department. In the general, the share of female in population is often higher than the males.



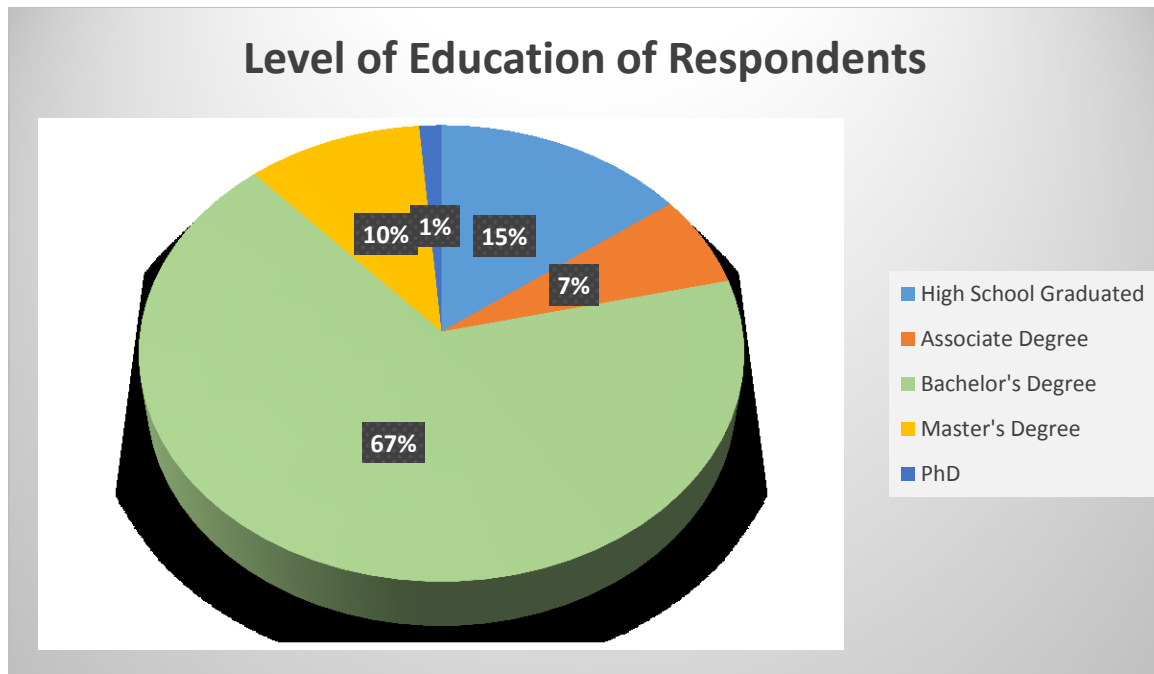
***Figure 3. The gender of respondents***

The majority of the respondents belongs to the college-aged group between 20-24 years of age (59.7%) followed by those between 18 to 20 years old (22.3%), between 24-29 years old (12.75%) and over 30 years (5.2%) (*Figure 3*). This data result could be interpreted that the group of college-aged respondents are main component experiencing the change in higher education within public universities, and then the beginning college-aged group (18-20) experiences light the change in their education. However, the group of over 30 years old has graduated from college/university long time ago



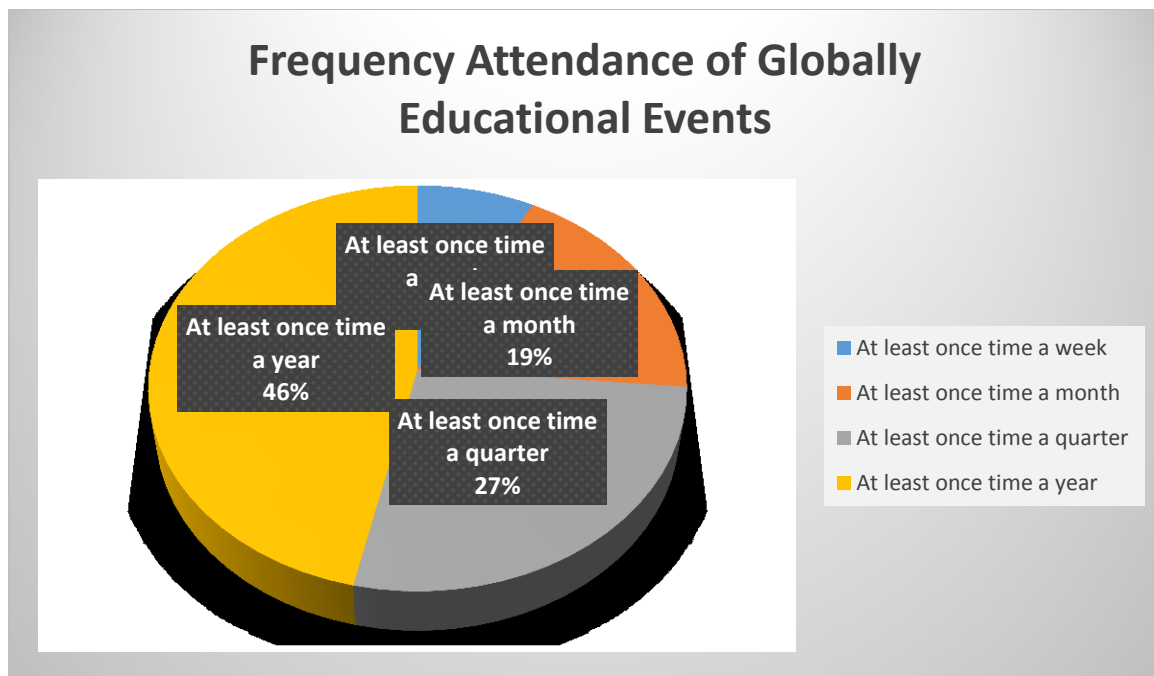
***Figure 4. The age bracket of respondents***

In term of educational background, the conducted survey has been operated in the public university scenarios; therefore, the majority of the respondents hold the undergraduate degree with 67.1% of the bachelor. The next following component is 14.8% of high school graduated, then group of respondents having graduated degree (both Master and PhD) contributes 11.6% (Master's Degree: 10.3%, and PhD: 1.3%). Finally, yet importantly, the group of respondents with associate degree contains 6.5%.



**Figure 5.** *The education level of respondents*

Attending international or global educational events does give the impact on the quality of the conducted survey. After the question about the confirmation for recently three months of attendance, there are above 54% (27%: at least once time a quarter; 19%: at least once time a month; 8% at least once time a week) respondents participating among internationally educational events within 3 months per year.



**Figure 6.** *Frequency Attendance of Globally Educational Events*

#### 4.1.2. Descriptive analysis

##### 4.1.2.1. Cultural Intelligence

###### a. Inclusiveness

The main of respondents have good feedback on the Cultural Intelligence. There are 46.9% of respondents answer “agree” and 29.2% response “strongly agree”. It is about 76.1% of 192 candidates agree and strongly agree that they are belong at the university. Mean values are moderate range between 3.958 and 3.740.

No	Inclusiveness	Frequencies					Mean	Std. Deviation
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree		

1	I feel like I belong at the university	4	10	32	90	56	3.96	0.93
		2.1%	5.2%	16.7%	46.9%	29.2%		
2	I have opportunities for academic success that are similar to those of my classmates	4	7	50	76	55	3.89	0.93
		2.1%	3.6%	26%	39.6%	28.6%		
3	I feel valued by faculty	4	8	67	68	45	3.74	0.94
		2.1%	4.2%	34.9%	35.4%	23.4%		
4	I can fulfill the requirements of my coursework without unduly repressing my own identity, background, or experience	5	6	56	73	52	3.84	0.95
		2.6%	3.1%	29.2%	38%	27.1%		

**Table 3.** Description of respondent's evaluation for part of Cultural Intelligence – Inclusiveness.

### **b. Diversity**

In term of diversity, there are four dimensions which measure how diversity play role in the educational environment. Most of the respondents believe that there is diversity in their university. It makes the mean value quite high ranging from 4.13 to 4.14. Only a few of them indicated that the faculty have not created diversity in classroom.

No	Diversity	Frequencies					Mean	Std. Deviation
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
1	Students of my	1	3	41	71	76	4.14	0.84

	racial/ethics group are respected at this university	0.5%	1.6%	21.4%	37%	39.6%		
2	Faculty create an environment in the classroom that is conducive to free and open expression of opinions and beliefs	4	6	50	73	59	3.92	0.94
		2.1%	3.1%	26%	38%	30.7%		
3	People of different socioeconomic backgrounds are accepted socially here	1	1	40	81	69	4.13	0.79
		0.5%	0.5%	20.8%	42.2%	35.9%		
4	The environment here encourages students to develop an appreciation for diversity	3	7	42	74	66	4.01	0.92
		1.6%	3.6%	21.9%	38.2%	34.4%		

**Table 4.** Description of respondent's evaluation for part of Cultural Intelligence – Diversity.

#### 4.1.2.2 Innovation in programs and courses

##### a. Teaching Learning Methods

In term of teaching and learning methods, there are three dimensions measuring how teaching and learning methods impact on quality of education. Most of the respondents believe that there is diversity in their university. It makes the mean value high ranging from 3.67 to 3.88. Only a few of them indicated: the university learning styles need to be more add-on some with specific hand-on-jobs courses.

	Teaching	Frequencies	Mean	Std.
--	----------	-------------	------	------



No	Learning Methods	Strongly disagree	Disagree	Neutral	Agree	Strongly agree		Deviation
1	There are some courses applied on-the-job learning styles	9	13	67	67	46	3.67	1.06
		4.7%	6.8%	34.9%	34.9%	24%		
2	The teachers encourage students experience the theory in term of outside classroom	7	9	38	79	59	3.91	1.01
		3.6%	4.7%	19.8%	41.1%	30.7%		
3	The teachers encourage students be creative	3	9	52	73	55	3.88	0.94
		1.6%	4.7%	27.1%	38%	28.6%		

**Table 5.** Description of respondent's evaluation for part of Innovation in programs and courses – Teaching Learning Methods.

### **b. Knowledge and Skills**

Regarding that there are three dimensions measuring which factors affect to knowledge and skills, most of the respondents trust that if they perceive having enough knowledge and skills in global standards, they are becoming more adaptable. It makes the mean value quite high ranging from 4.07 to 4.25. Only a few of them confirm that there are not much foreign language courses, different clubs, and teamwork activities in public universities.

Over 90% of respondents reported that the university needs to offer more courses in foreign language and promote different student's clubs. For graduates, this was the main contribution of intercultural training for their future workplace environment. Just over 17% of the reported students disagreed on the teacher's requirement for more teamwork activities in classroom, "we

need to listen more on the teacher's experiences and the lecture, too much teamwork activities is a waste of time".

No	Knowledge and Skills	Frequencies					Mean	Std. Deviation
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
1	The university offers more courses in foreign language	1	11	26	90	64	4.07	0.86
		0.5%	5.7%	13.5%	46.9%	33.3%		
2	The university promotes different students' clubs	3	2	18	90	79	4.25	0.79
		1.6%	1%	9.4%	46.9%	41.1%		
3	The teachers require more teamwork activities in classroom	1	2	33	76	80	4.21	0.80
		0.5%	1%	17.2%	39.6%	41.7%		

**Table 6.** Description of respondent's evaluation for part of Innovation in programs and courses – Knowledge and Skills.

#### 4.1.2.3. Intercultural Competency

The majority of respondents saw the importance of cultural awareness in education and in workplaces. Almost 80% of students agreed that teacher should maintain the same high expectations for all students. Maintaining different expectations for different students can wrongly teach students that cultural differences determine educational abilities.

No	Intercultural competency	Frequencies					Mean	Std. Deviation
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
1	I can communicate English well	6	4	52	67	63	3.92	0.98
		3.1%	2.1%	27.1%	34.9%	32.8%		
2	I demonstrate a capacity to interact appropriately in a variety of different social situations	3	8	40	79	62	3.98	0.92
		1.6%	4.2%	20.8%	41.1%	32.3%		
3	I am able to resolve cross-cultural conflicts and misunderstandings in teamwork situations	3	12	33	87	57	3.95	0.93
		1.6%	6.3%	17.2%	45.3%	29.7%		
4	I am prepared soft skills for future career	2	7	31	93	59	4.04	0.84
		1%	3.6%	16.1%	48.4%	30.7%		

**Table 7.** Description of respondent's evaluation for part of Intercultural.

#### **4.1.2.4. Improvement in quality of global education**

In terms of improvement in quality of global education, there are four dimensions measuring how intercultural competency is available in the educational environment. It makes the mean value high ranging from 3.69 to 3.78. With a few of them stated that intercultural competency still does not exist in public universities' environment.

Respondents rated that the university offer medium quality of intercultural competency. Over 65% of the student agreed that their courses could be applied for future work, meanwhile, almost half of students disagreed, as shown in the following quote from a respondent:

*Most of these courses become outdated compared to what I have read in new released books, the information from the book is not suitable for everyday changing world.*

No	Intercultural competency	Frequencies					Mean	Std. Deviation
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
1	I believe the university is welcoming education.	6	15	59	65	47	3.69	1.02
		3.1%	7.8%	30.7%	33.9%	24.5%		
2	Working in diverse firm is my career goal.	5	18	57	64	48	3.69	1.03
		2.6%	9.4%	29.7%	33.3%	25%		
3	The courses or programs have been invested professionally and globally.	7	5	68	71	48	3.70	0.96
		3.6%	2.6%	35.4%	37%	25%		
4	There are more international opportunities for me to participate with university's partnerships around the World.	4	11	62	61	54	3.78	0.99
		2.1%	5.7%	32.3%	31.8%	28.1%		

**Table 8.** Description of respondent's evaluation for part of Improvement in the quality of global education.

#### 4.2. Reliability analysis

This thesis uses Cronbach's alpha reliability analysis method for to measure the reliability of analysis. The measurement is reliable if its coefficient count is equal or greater than 0.7. The general rule is that reliability greater than 0.8 are considered as high (Ahsani-Nasab et al., 2016).

If the coefficients yield above 0.7, are considered acceptable, and coefficients yield above 0.8, are considered very good.

No	Variables	Items	Number of items	Cronbach's Alpha
1	Cultural Intelligence	I1 – I4 DIV1 – DIV4	8	0.877
2	Innovation in programs and courses	TLM1 – TLM3 KS1 – KS3	6	0.828
3	Intercultural competency	IC1 – IC4	4	0.840
4	Improvement in the quality of global education	IMPROV1 – IMPROV4	4	0.918

**Table 9.** Summary of variables' Reliability statistic.

Construct	Variables	Scale Mean if Item Deleted	Scale variance if Item deleted	Corrected Item-Total Correlation	Cronbach's Alpha if item Deleted
Cultural Intelligence	<b>Inclusiveness: Cronbach's alpha = 0.87</b>				
	I1	11.47	6.19	0.68	0.86
	I2	11.54	5.93	0.74	0.83
	I3	11.69	5.91	0.74	0.83
	I4	11.59	5.80	0.76	0.83
	<b>Diversity: Cronbach's alpha = 0.80</b>				
	DIV1	12.05	5.37	0.42	0.84
	DIV2	12.27	4.19	0.69	0.72
	DV3	12.06	4.69	0.70	0.72

	DV4	12.18	4.22	0.69	0.72
Innovations in programs and courses	<b>Teaching Learning Methods: Cronbach's alpha = 0.81</b>				
	TLM1	7.78	2.97	0.68	0.73
	TLM2	7.54	3.18	0.66	0.74
	TLM3	7.57	3.43	0.65	0.75
	<b>Knowledge and Skills: Cronbach's alpha = 0.69</b>				
	KS1	8.46	1.77	0.48	0.57
	KS2	8.28	1.98	0.45	0.50
	KS3	8.32	1.88	0.50	0.54
Intercultural Competency	<b>Intercultural Competency: Cronbach's alpha = 0.84</b>				
	IC1	11.98	4.47	0.58	0.84
	IC2	11.92	5.10	0.76	0.76
	IC3	11.95	5.22	0.71	0.78
	IC4	11.86	5.78	0.64	0.81
Improvement in the quality of global education	<b>Improvement in the quality of global education: Cronbach's alpha = 0.92</b>				
	IMPROV1	11.17	7.28	0.82	0.89
	IMPROV2	11.17	7.23	0.83	0.89
	IMPROV3	11.16	7.61	0.82	0.89
	IMPROV4	11.07	7.63	0.78	0.91

**Table 10.** Reliability analysis: Item-Total Statistics.

Using SPSS, the system conducts that the reliability Cronbach's alpha for part of cultural intelligence is 0.87 – inclusiveness, and 0.8 – diversity, which considered as very good. Then, there are acceptable Cronch's alpha for innovations in both programs and courses: 0.81 – teaching learning methods; 0.69 – knowledge and skills. In addition, there is good Cronch's alpha for intercultural competency – 0.84. Most importantly, there is high Cronch's alpha for improvement in the quality of global education – 0.92.

### **4.3. Exploratory Factor Analysis (EFA)**

The author chose EFA with Varimax rotation to evaluate 18 observed variables of these 5 factors. After that, the author also applied the Kaiser-Meyer-Olkin (KMO) and Bartlett test evaluate compatibility of the collected data.

The Kaiser Criterion said to be reliable when:

- a. The averaged extracted communalities are at least more than .70, which less than 30 variables.
- b. The averaged extracted communalities are equal or above .60, which sample size is above 250 cases.

#### **4.3.1. EFA for Independent Variables**

For independent variables, there are three variables (Cultural Intelligence, Innovation, and Cultural Competency) with 19 items. The results are shown in tables below.

##### **4.3.1.1. EFA for Cultural Intelligence**

<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy</b>	<b>0.882</b>
--	--------------

<b>Bartlett's Test of Sphericity</b>	Approx. Chi-Square	753.687
	df	28
	Sig.	.000

**Table 11.** KMO and Bartlett's test of Cultural Intelligence.

Kaiser-Meyer-Olkin's Test (KMO's Test) measures sampling adequacy for each variable in both model and complete ones. KMO ranges between 0 and 1, and those could be divided into differently reliable scales. KMO values from 0.90 to 1.00 are considered as marvelous. KMO value from 0.80 to 0.89 is meritorious. KMO value from 0.70 to 0.79 is adequate. KMO value from 0.60 to 0.69 is middling. KOM value from 0.5 to 0.59 is miserable. In term of the range, less than 0.6 indicates the sampling is not adequate and that remedial action should be taken. Some authors put this value at 0.5, so they use their own judgment for values between 0.5 and 0.6.

From the table 11 above, the Kaiser-Meyer-Olkin Measure of Sampling is 0.882, which is considered as meritorious, and nearly reach out the marvelous scale. As a result, the factor analysis is appropriated.

In the Bartlett's test of Sphericity, significance value is .000 which less than 0.05 states the high importance. Thus, factor analysis is adequate, and there might have the relationship correlation among factors overall.

The observed variables had the correlation with each other due to the KMO values of all factors are greater than 0.7, and the Barlett's Test significant is smaller than 0.05. Besides, these results satisfied the strict conditions of EFA method, and the EFA factor analysis in this study is appropriately evaluated. This below table depicts the element distribution by using EFA analysis:

	Component
--	-----------



	1	2
I4	0.803	
I3	0.776	
I2	0.761	
I1	0.728	
DIV1	0.528	
DIV4		0.795
DIV2		0.800
DIV3		0.636
Extraction Method: Principal Component Analysis		
Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

**Table 12.** Rotated Component Matrix of Cultural Intelligence.

#### 4.3.1.2. EFA for Innovation in Programs and Courses.

<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy</b>		0.834
<b>Bartlett's Test of Sphericity</b>	Approx. Chi-Square	383.372
	df	15
	Sig.	.000

**Table 13.** KMO and Bartlett's test of Innovation in programs and courses.

	1
TLM3	0.802
TLM1	0.783
TLM2	0.782
KS3	0.734
KS1	0.661
KS2	0.635

Extraction Method: Principal Component Analysis	
a.	1 component extracted

**Table 14.** Component Matrix.

#### 4.3.1.3. Intercultural Competency

<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy</b>		<b>0.797</b>
<b>Bartlett's Test of Sphericity</b>	Approx. Chi-Square	313.723
	df	6
	Sig.	.000

**Table 15.** Rotated Component Matrix of Intercultural Competency.

	1
IC2	0.882
IC3	0.852
IC4	0.803
IC1	0.750
Extraction Method: Principal Component Analysis	
a.	1 component extracted

**Table 16.** Component Matrix.

#### 4.3.2. EFA for Dependent Variable

##### 4.3.2.1. Improvement in the quality of global education

<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy</b>		<b>0.840</b>
<b>Bartlett's Test of Sphericity</b>	Approx. Chi-Square	552.025
	df	6
	Sig.	.000

**Table 17.** Rotated Component Matrix of Improvement in the quality of global education.

As the value of KMO of 0.840, which is higher than 0.8 and the Bartlett's test significant that is lesser than 0.5 of this factor acquires the requirements, EFA analysis is also appropriate.

The below table shows the factor loading of most of the variables was greater 0.5. Thus, we could come to the conclusion that in this case, the EFA analysis has practical significant.

	1
IMPROV2	0.904
IMPROV3	0.904
IMPROV1	0.901
IMPROV4	0.875
Extraction Method: Principal Component Analysis	
a. 1 component extracted	

**Table 18.** Component Matrix.

To sum up, the measurement scales of the research model are tested for validity and reliability with the proving by EFA and Crobach Alpha Reliability Analysis.

#### **4.4. Correlation Analysis**

By using the Correlation Analysis technique in this thesis to measure the relationships between two or more variables, when two variables exist the correlation, it could be understood that they vary together. The relationship could be whether positive or negative. The correlation coefficients range value between -1 to 1, which “0” is no relationship between the variables at all, while closing to “-1 or 1” is a positive or negative correlation. A positive correlation means high scores on one variable are associated with high scores on the other and vice versa. On the other hand, negative correlation indicates that low scores on the second variable are followed by high scores on the first variable and vice versa.

In order to determine appropriate correlation analysis method to be used, a normality test has been conducted. The normality test in this research is done through Kolmogorov-Smirnov Test. The result shows that all the sig. Values are less than 0.05. Therefore, it can be confirmed the

non-normal distribution of data. The assumption of data normal distribution of Pearson correlation analysis is not meet. Then, the Spearman's Rho is used instead.

			Average of Cultural Intelligence	Average of Improvement in the quality of global education
Spearman's Rho	Average of Cultural Intelligence	Correlation Coefficient	0.559**	1.0000
		Sig. (2-tailed)	.000	
		N	192	192
	Average of Improvement in the quality of global education	Correlation coefficient	1.000	0.559**
		Sig. (2-tailed)		.000
		N	192	192
**. Correlation is significant at the 0.001 level (2-tailed).				

**Table 19.** Correlations between Cultural Intelligence and Improvement in the quality of global education

Table 19 indicates that Cultural Intelligence (independent variable) has a positive relationship with the improvement in quality of global education (dependent variable) based on the Spearman's Rho correlation coefficient is moderate (0.559).

			Average of Innovation in programs and courses	Average of Improvement in the quality of global education
Spearman's Rho	Average of Innovation in programs and courses	Correlation Coefficient	0.699**	1.000
		Sig. (2-tailed)	.000	
		N	192	192
	Average of Improvement in the quality of	Correlation coefficient	0.699**	1.000
		Sig. (2-tailed)	.000	

	global education	N	192	192
**. Correlation is significant at the 0.001 level (2-tailed).				

**Table 20.** Correlations between Innovation and Improvement in the quality of global education.

Table 20 above shows that the relationship between Innovation (independent variable) and the Improvement in the quality of global education (dependent variable) is a positive one through the association is quite strong as Spearman's Rho correlation coefficient is quite high (0.699).

			Average of Intercultural Competency	Average of Improvement in the quality of global education
Spearman's Rho	Average of Intercultural Competency	Correlation Coefficient	1.000	0.696**
		Sig. (2-tailed)		.000
		N	192	192
	Average of Improvement in the quality of global education	Correlation Coefficient	0.699**	1.000
		Sig. (2-tailed)	.000	
		N	192	192
**. Correlation is significant at the 0.001 level (2-tailed).				

**Table 21.** Correlations between Intercultural Competency and Improvement in the quality of global education.

Table 21 shows that the relationship between Intercultural Competency (independent variable) and the Improvement in the quality of global education (dependent variable) is a positive one through the association is quite strong as Spearman's Rho correlation coefficient is quite high (0.696).

#### 4.5. Regression Analysis

In this session, in order to examine the hypotheses relationships among four different dimensions, the author uses the linear regression. According to the linear regression model,

coefficient value indicates the relations between independent and dependent variable. It means the coefficient value will show the cause and effect relationship between two types of variables.

#### 4.5.1. Single Regression

Firstly, the author tests the relationship between one dependent variable and one independent variable by using the Simple Linear Regression method. The table below shows the results of simple linear regression.

Hypothesis 1 (H1): Using cultural intelligence embracing inclusiveness and diversity in public universities will positively correlate with the improvement in the quality of global education;

Independent Variable	Dependent Variable (Y – The improvement in the quality of global education)				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.556	0.040		.000	0.048
X1 – Cultural Intelligence	0.389	0.040	0.577	9.730	.000
R = 0.577; $R^2 = 0.333$ ; Adjusted $R^2 = 0.329$ ; F = 94.666; Sig = 0.000					

**Table 22.** Single Regression for H1

There is a correlation between cultural intelligence and the improvement of the quality of global education as shown in the above table. It is due to the significant level of p (sig. = .000). Then, there is a quite strong relationship between the quality and cultural intelligence within public universities based on the correlation coefficient R is 0.577. The improvement in the quality of global education can be interpreted as factors belonging cultural intelligence ( $R^2=0.333$ ). Also, the quality can be sufficiently used to describe cultural intelligence because F value is 94.666 and its significance value of 0.000. In addition, the independent variable significantly contributes

to the equation that predicts the improvement of quality because the t value is 9.730, higher than 2, with the significant level of 0.000.

In conclusion, it could be defined that the improvement in the quality of cultural intelligence has a positive to confidence in the public universities. The hypothesis has been described as in below formation:

$$Y = 2.556 + 0.389X1$$

Where Y: the improvement in the quality of global education

X1: factors of cultural intelligence

Hypothesis 2 (H2): Trained Cultural Intelligence facilitators create more innovative programs and courses will positively correlate with the improvement in the quality of global education.

Independent Variable	Dependent Variable (Y – The improvement in the quality of global education)				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.348	0.047		.000	0.763
X2 – Teaching	0.605	0.047	0.680	12.771	.000
R = 0.680; R <sup>2</sup> = 0.462; Adjusted R <sup>2</sup> = 0.459; F = 163.089; Sig = 0.000					

**Table 23.** Single Regression for H2

The single regression model in the Table 23 indicates a positive correlation between the improvement in educational quality and innovative teaching quality. It is because the significant level of p is .000 (sign. = .000). There is a robust relationship between the improvement and innovative teaching quality based on correlation coefficient R is 0.680. Then, it appears a strong

prediction of the variance in the improvement of educational quality with teaching quality ( $R^2=0.462$ ). Having a confident in the improved quality could be explained by innovation in teaching quality ( $R^2=46.2\%$ ). The quality of global education could be sufficiently applied to define the innovation in teaching quality based on F value is 163.089 and its significance value of 0.000. It is clear that the teaching quality has a positive correlation with the quality of global education. The hypothesis can be described as the below formulation:

$$Y = 0.348 + 0.605X_2$$

Where Y: the improvement in quality of global education

$X_2$ : the innovation in teaching quality

Hypothesis 3 (H3): Students with intercultural skills will positively correlate with the improvement in the quality of global education.

Independent Variable	Dependent Variable (Y – The improvement in the quality of global education)				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.753	0.062		.000	0.83
X3-	0.824	0.062	0.693	13.237	.000
R = 0.693; $R^2 = 0.480$ ; Adjusted $R^2 = 0.477$ ; F = 175.214; Sig = 0.000					

**Table 24.** Single Regression for H3

There is a correlation between intercultural competency and the improvement of the quality of global education as shown in the above table. It is due to the significant level of p (sig. = .000). Then, there is a quite strong relationship between the quality and intercultural competency within public universities based on the correlation coefficient R is 0.693. The improvement in the quality of global education can be interpreted as factors belonging intercultural competency



( $R^2=48\%$ ). Also, the quality can be sufficiently used to describe cultural intelligence because F value is 175.214 and its significance value of 0.000. In addition, the independent variable significantly contributes to the equation that predicts the improvement of quality because the t value is 13.237, higher than 2, with the significant level of 0.000.

In conclusion, it could be defined that the improvement in the quality of intercultural competency has a positive to confidence in the public universities. The hypothesis has been described as in below formation:

$$Y = 2.556 + 0.389X_3$$

Where Y: the improvement in the quality of global education

X<sub>3</sub>: Intercultural Competency

#### 4.5.2. Multiple Regression

Independent Variable	Dependent Variable (Y – The improvement in the quality of global education)				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)					
X1-		0.043	0.121	1,913	.057
X2-		0.058	0.355	5.433	.000
X3-		0.076	0.397	6.186	.000
R = 0.766; $R^2 = 0.586$ ; Adjusted $R^2 = 0.580$ ; F = 88.826; Sig = 0.000					

**Table 25.** Multiple Regressions

As shown in Table 25 above, there is a strong relationship between the independent variables and dependent variable (the quality of global education) due to the high value of multiple correlation

coefficients ( $R = 0.766$ ),  $R^2 = 0.586$  indicate that 58.6% of the variance in the quality of global education can be combined of three factors (Cultural Intelligence, Innovations in programs and course, and Intercultural Competency). Besides, there is the combination as the value of F is 88.826 and significant at  $p = 0.0000$  (less than 0.05).

#### **4.6 Summary of the results**

To summarize, the result of multiple regression provides that Cultural Intelligence, Innovations and Intercultural Competency had the positive relationship with the quality of global education with  $p = 0.000 < 0.05$ . Most importantly, Intercultural Competency has the strongest impact on the standard of quality for education with  $Beta = 0.297$ .

## **Chapter 5 The analysis of the qualitative data and discussion**

In this chapter, the author will present the recommendation from collected data and useful information relating to universities students and staffs in chapter 4. The survey included 220 participants (129 students, 51 facilitators, 23 academic personnel, and 17 academic administrators) from four universities, one is in Hanoi and three are in HCMC, but only 192 qualified to the sample. The participants articulated their educational goals, included progressing in their careers, developing and sharing cultural knowledge, and building social networks. Thus, most participants were optimist that the university should change courses to more cultural competence aspect. Overall, the results show a significant difference in cultural intelligence practices of students and faculty members. An examination of the scores pointed out a significant need in cultural intelligence among students and new faculty members. In this study, Statistical Program analyzes the data collected for Social Sciences (SPSS) software was used to cultural awareness of all participants. Mix method was used to conduct the research including 8 interviews, questionnaires, and online surveys to investigate the influence of cultural intelligence on students and faculty members which might provide new teaching ways in higher education. This result might provide insights into cultural intelligent practices of higher education students and faculty members.

Based on the research objectives, results are presented and discussed according to two main points: the importance of developing cultural awareness for students in higher education and higher education academics' perspectives on the cultural awareness. The survey questions were translated into English, providing representative perspectives of the participants. According to the result of the survey, most respondents agreed on cultural awareness should be available to everyone in this globalization world.

### *The importance of developing students' cultural awareness in higher education system*

Participants agreed that developing students' cultural awareness is becoming more important than ever and can be grouped in three categories: prepare students to live in an international world, changing prejudiced attitudes and empowering professionally. Changing prejudiced attitudes by developing students' ability to see things from others so they can work in an international world. Participants also believe that cultural awareness enhances and promotes students' self-knowledge and understanding of other people. It is also worth mentioning that the importance of developing cultural awareness by students who do not participate in study abroad programs. Furthermore, one more reason identified as an important for student in higher education to practice cultural intelligence is they can be able to work effectively across cultures as a way of achieving professional.

*They must understand that without cultural intelligence they will have hard time participate in study abroad programs. It is important to prepare our students to be available to work in global market – A university professor.*

### *Higher education academics' perspectives on the cultural awareness*

As the data shows, higher education academics focus on the need to understand other's cultural contexts and worldviews. This knowledge can avoid the misunderstandings in multicultural interactions, which can also be gathered as part of critical thinking skills, important in gaining knowledge to be mobilized in multi-cultural situations.

*It is better for international teachers to know, understand about the way we do things and how we react to different situations. Then, it will be easier for both students and teachers to understand the subject we are learning. (International teacher)*

*When interacting with international students, it is best to use the intercultural knowledge, skills and attitudes necessary to understand them better. (Local teacher)*

At the result, cross-cultural training is greatly recommended in higher education. The author has presented some recommendations and suggestions to be considered also by Tampere University, but which could also be beneficial to other institutions. Findings have been clustered into three following recommendations as shown below:

### **5.1 Intercultural training for new students**

Although new incoming students are required and guided to attend Orientation week before the semester starts but most of them agreed that the program only offers general information which (1) can easily be found on the Internet, which could be false, controversial, out-dated, or (2) too general that they are not appealed to be interesting to be learnt or remembered. The problem raised by (1) is when the new students are not yet familiar with the Vietnamese language so that they cannot double check the information they found online, hence the misunderstanding would be a big gap, which can cause confusion and hesitation for some students in finding out more. One more reason for such confusion is that foreign students are sometimes shy to ask if the information is correct or incorrect. They think they are in a new country and it would not be such a good manner to ask a local person something too personal about their country, their people. The results from problem (2) are the lack of motivation in learning about the culture of the new country and the boredom created at the beginning which could lead to boredom during all cultural learning activities.

The Orientation program does not provide in-depth intercultural information that the new students need or are interested in learning about; in contrast, the provided information is what the staffs or teachers think that the students would want to listen. That comes from the one-way

teaching method which has been rooted for a long time, hence there has been none of the survey or questionnaire given to the incoming students before they arrive, therefore the provided information has high possibilities to be not matching the foreign students' expectations. Participants pointed out that some complaints from international students were:

*We came to Vietnam and we have no Vietnamese friends. So that it would be harder for us to understand correctly and deeply about Vietnamese and Vietnam as a country.*

*The university seems to be promoting student groups mainly in Vietnamese, which could be a big barrier for new foreign students when they intend to join any, or to participate among local students.*

## **5.2 Intercultural training for supervisors and graduated students**

For supervisors/ faculty members, especially in Co-Ed programs or distance learning programs, it is important of maintaining and having a good relationship between supervisors and students, as well as how educational, cultural differences and expectations can put significant strain on that relationship. Quoted from one participant:

*One common issue that most supervisors have been facing, is that the PhD candidates are not actively coming to see them face to face, or be the first to contact them during the whole course. That comes from the passiveness in most of the candidates when they wait to be invited by their supervisor. They do not realize that the supervisors expect them to ask questions, have doubts, and raise concerns and handwork in.*

Another opinion was:

*The misunderstanding about expectations can be critical issue when it comes to learning outcomes and coordinating from a distance away. As the teaching method in Vietnam can*

*be different from other Western countries, the level of participation of the students in the program could possibly become a demotivation for both candidates and supervisors.*

Other participant also reiterated that:

*Candidates will not approach their supervisor if they do not understand something, or even if they realize that they are falling behind in course. They will assume that the supervisor will keep track of their pace and will eventually approach them to fix the issues.*

### **5.3 Intercultural training for new faculty members**

Participants felt that although there is a university induction program, there should be some compulsory intercultural communication training for new faculty members. Some participants thought that it should not only be an induction into the university, but also an induction into the domestic cultures. At such a class, domestic faculty members could assist international members with acculturation while international members could share their cultures and enquire about the local cultures within a safe training environment. Another component suggested was to include the educational context from which they have come from and differences from the domestic way of conducting classes, preparing assessments, and grading assignments (Vaccarino and Li, 2018).

## **Chapter 6 Conclusions**

### **6.1 Overview**

The findings of this study supported the importance of cultural intelligence for individual and organizational effectiveness, also for the creation and maintenance of higher education society. The findings also demonstrate the effectiveness of cross-cultural training and its important role in developing cultural competence. The higher education sector has a significant role to play in the further sustainability and development of the nation's international education.

This study showed the results on the key education aspects in cultural intelligence improvement in both Vietnamese and international students. The survey table demonstrated good psychometric properties. The findings suggest that participation in cultural awareness educational activities involving membership in a multicultural team, mark a difference in terms of cultural awareness development. Yet, differences in all the 4 CQ dimensions were only found when comparing by proficiency in a foreign language and participation in extracurricular activities related to cultural differences. When referring to different language activities, these findings may be due to the fact that language ability, which refer to an individual's ability to speech and understand accurately interactions in a different language (Moon, 2010). Furthermore, different language activities have been found to serve as an instrument to acquire cultural knowledge (Earley, 2002) as language conveys many subtleties of a culture and reflects its core values.

When it comes to the relationship between cultural intelligence and university's studies, students improve on their studies as they achieve better cultural awareness, and it keep increasing as higher semester required more cultural aspect to pass the subjects. This highly needs attention of facilitator; students are having more interests in cultural related program rather than the usual ones. Students also recognized that teachers in different cultural contexts could learn from each



other to help students to achieve such as developing intercultural competence, effective communication between students and university staffs. Furthermore, students agreed that lecturers need to be sensitive to students' cultural and academic backgrounds, quoted from a participant "when our course is not including culturally inclusive, then we fear our assessment will not be". Nowadays, intercultural training has been perceived as a HEIs learning outcome, which are, the need to prepare students be able to deal with global intercultural conflicts (Siqueira, 2017) and the need for higher education's graduated requirements, which is become key point at global level.

By creating a personal connection and promoting cultural awareness with diverse cultures can prevent students from developing prejudices in the future. Early cultural awareness helps students to empathize with different people since students are more aware of the experiences someone of a different cultural group may face (Lynch, 2015). When learning and working with people from variety of cultures and backgrounds, they could gain more comprehensive understanding of the subject matter. Cultural intelligence also guides students to use their own points of view and strengths to contribute in a diverse working environment. During their education, students who learn about different cultures feel more comfortable and safe with these differences in the future (Picardo, 2012). This will not only allow them to feel more confident in themselves and interact in a wider range of social groups but also interacting with others. In the current time globalization, if students learn cultural awareness and are exposed to diversity in their university, it will be easier for them to work with people from different cultures and social groups, thus, graduated students are irreplaceable in the workforce.

Nowadays cultural intelligence and leadership understanding is required from the faculty members to perform effectively in culturally diverse learning environments. Cultural awareness

is one of the competences that potentially provide insight into in multicultural learning environments. Every faculty member has the capacity to apply cultural awareness toward students to achieve extraordinary success. Education leaders will understand the basis for international leadership and intercultural interaction by understanding knowledge of the cultural differences of various ethnic groups, (Collard, 2007).

Considering the results of this study, the cultural intelligence levels of students seem to increase among the graduated programs. Referred at this point of the studies, when students gain more assess in cultural awareness materials it increases motivation in cultural awareness, which is the key point of how effectively individuals are willing to perform on culturally diverse situations (Ott & Michailova, 2016). The results of this study indicate that there is high motivational cultural awareness among the students and university facilitators. This may be particularly important for facilitators in order to create more innovative programs and courses which will positively correlate with the improvement in the quality of global education.

One of the positive outcomes of this research was: the teachers tried their best not to offend students, rather than that, they mostly intended be culturally aware of the situation. Students also agreed it is their responsibility to inform their friends and teachers about cultural biases, norms and unintentional cues of stereotyping and how to avoid them. During the interview, a focus group stressed out that some top students or student club officers failed to show respect for classmate and faculty members. Such behavior must be concerned, addressed and corrected by faculty advisors and fellow students whenever possible. Student course assignments should be included cultural diversity demonstration, this will encourage go out of their comfort zone, get rid of their prejudiced and learn to work together. Students also recognized faculty members and international students from different cultures can help students to achieve.

*It was interesting talking with Vietnamese international graduated students. They are pretty much the same as us graduated students. There are only some differences but mostly grammar issues in our conversation. We were all working toward the same goals and answering the same questions. If I had not talking with them face to face I do not think I could have noticed our cultural difference. (An international student)*

The outcome of the survey meets what is stated by many researches (Arasaratnam-Smith, 2017; Bhaskar-Shrinivas et al., 2005; Deardorff, 2006; Evelina, Schleicher & Born, 2008). In conclusion, the findings indicate that promoting cross-cultural knowledge and understanding is highly beneficial to both Vietnamese and international students. The author strongly believes in building internationalization capability of HEIs; a strong, sensitive, awareness and literate of cultural awareness is highly recommended. Additionally, developing cultural intelligence for HEIs' facilitators and staff can great sustainably internationally competitive advantage among international universities, as well as, could positively correlate to the improvement in the quality of global education.

## **6.2 Evaluation of the study**

This study stated out the gap in the literature on the institutional factors that affect both international and domestic students' cross-cultural competence development. It is showed that even student initiative is the most important part for the development of cross-cultural competence and cultural knowledge, University's role in creating safe and diverse social spaces and encouraging social and professional CCC activities, influences positively in cultural knowledge education. Despite that the research design presents a holistic approach to the topic by covering universities from HCMC and Hanoi, including survey of different groups of students, academic personnel, university administrators and by using various data collection

methods (interviews, document reviews, and observation), the results cannot be generalized to cover the whole field of HEIs in Vietnam.

Notably, the study found out that business students, both domestic and international, regardless of the educational environment, are likely to use similar processes of CCC development and taking pragmatic approaches to this advancement. Moreover, this research confirms the positive influence of cultural mentors, especially mentors that have the same ages of students. This is the author's first study to identify the cross-cultural social networks for cultural knowledge development in international business education.

### **6.3 Limitations of the study**

Some limitations have to be taken into account when interpreting the results. First, part of the surveys is based on respondents' self-reports on an online survey. Although such surveys have been found to reduce social desirability bias (Krumpal, 2011), participations may wrongly estimate their CQ behavior. Additionally, the questionnaire was administered both in Vietnamese and in English, which can create minor misunderstanding between both languages. Furthermore, the data collected through nonprobability sampling has some certain weaknesses. For some reason, the author reached more female participators than male participators.

Furthermore, wrong anchoring may have occurred, meaning that there may not be an accurate reading of the target population (Carlson & Widaman, 1988). Specifically, questionnaire primarily focused on students, the generalizability of the survey results is limited, which cannot exclude sampling errors. Although most results showed the reliability of high to very high, in some case, the tests of discriminant validity revealed results below the recommended standard. Another limitation is that the outcomes of this research can be better understood when comparing

participators' attitudes and expected outcomes with what they actually received (Paris, Nyaupane, & Teye, 2014).

#### **6.4 Suggestions for future studies**

In the future, after six months and after the coronavirus pandemic, another result of motivation and CQ could be reached by collecting a follow-up data. Moreover, the inclusion of further psychographic variables may be of interest. Although this study focused on different motivations, it can be expected that personality traits such as openness, emotional intelligence, and tolerance of ambiguity (Bakalis & Joiner, 2004) also influence CQ and cultural awareness. A further avenue for research is the decomposition of CQ into different activities, such as exchanging, linking, facilitating, and intervening, as proposed by Barner-Rasmussen et al. (2014). This result would allow us to explore which reasons in particular support CQ enhancement. Lastly, it could be interesting to conduct similar studies among other groups of individuals who came to Vietnam after several years living aboard. Although with the booming in international education market in Vietnam, it is clear the next study would yield different results.

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## Appendices

### QUESTIONNAIRE (English Version)

*Please take a few minutes to complete the survey below. Your opinion will help us estimate and improve the quality of global education.*

#### Part I. Classification

1. Have you been participating in any public universities?

- ☐ Yes
- ☐ No

#### Part II. Assessment of improvement in the quality of global education in public universities.

*If yes, please express your perceptions about the improvement in the quality of global education by choosing from a five point-scale extending from 1 means “strongly disagree/the least satisfied” to 5 means “strongly agree/ the most satisfied”*

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

Please mark your answers on numbers expressing agreement level on each link below.



	<b>I.1.Cultural Intelligence</b>					
	<b>I.1.1.Inclusiveness</b>					
2.	I feel like I belong at the university	1	2	3	4	5
3.	I have opportunities for academic success that are similar to those of my classmates	1	2	3	4	5
4.	I feel valued by faculty	1	2	3	4	5
5.	I can fulfill the requirements of my coursework without unduly repressing my own identity, background, or experience	1	2	3	4	5
	<b>I.1.2. Diversity</b>					
6.	Students of my racial/ethics group are respected at this university	1	2	3	4	5
7.	Faculty create an environment in the classroom that is conducive to free and open expression of opinions and beliefs	1	2	3	4	5
8.	People of different socioeconomic backgrounds are accepted socially here	1	2	3	4	5
9.	The environment here encourages students to develop an appreciation for diversity	1	2	3	4	5
	<b>I.2.Innovation in Programs and Courses</b>					
	<b>I.2.1 Teaching Learning Methods</b>					
10.	There are some courses applied on—the-job learning styles	1	2	3	4	5
11.	The teachers encourage students experience the theory in term of outside classroom.	1	2	3	4	5
12.	The teachers encourage students be creative	1	2	3	4	5
	<b>I.2.2 Knowledge and Skills</b>					
13.	The university offers more courses in foreign language	1	2	3	4	5
14.	The university promotes different student clubs	1	2	3	4	5
15.	The teachers require more teamwork activities in classroom	1	2	3	4	5
	<b>I.3.Intercultural competency</b>					
16.	I can communicate English well	1	2	3	4	5
17.	I demonstrate a capacity to interact appropriately in a variety of different social situations	1	2	3	4	5
18.	I am able to resolve cross-cultural conflicts and misunderstandings in teamwork situations.	1	2	3	4	5

19.	I am prepared soft skills for future career	1	2	3	4	5
	<b>I.4.Improvement in quality of global education</b>					
20.	I believe the university is welcoming education.	1	2	3	4	5
21.	The university usually hosts global talk discuss conference, or cultural exchange programs	1	2	3	4	5
22.	The courses or programs have been invested professionally and globally.	1	2	3	4	5
23.	The university opens international opportunities, develops strong partnerships around the World	1	2	3	4	5

### Part III. Information

24. Your gender

- ☐ Male
- ☐ Female
- ☐ Prefer not to say

25. Your age

- ☐ 18-20
- ☐ 20-24
- ☐ 24-under 30
- ☐ Over 30

26. Your education

- ☐ High school
- ☐ Associate
- ☐ Bachelor Degree

- Master Degree
- PhD

27. Your race

- Asian (Vietnamese)
- Asian (others)
- White
- Black
- Hispanic/Latin
- Two or more races/ethnicities

28. Have you attended any international events within latest three months?

- a. Yes
- b. No

29. How often do you access to global events?

- a. At least once time a week
- b. At least once time a month
- c. At least once time a quarter
- d. At least once time a year
- e. Others

## **V. Hypothesis**

- 1) Using cultural intelligence in public universities embraces inclusiveness and diversity  
will increase quality of global education

- 2) Trained Cultural Intelligence Facilitators, specialized in teaching and programs coordinators, create more innovation programs and courses for students making them be more interested in learning will increase the quality of global education
- 3) Students with intercultural competency will be more successful in workplace determines the quality of global education.