

OVERVIEW OF PERCEPTION OF GLOBAL TOPICS BY STUDENTS OF ECONOMIC AND EDUCATION STUDY PROGRAMMES FROM SELECTED COUNTRIES

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Abstract

The aim of the survey was to find out if there is a difference in the perception of relevance of the global issues to the study fields by the students of economics and education in five countries (Ireland, Canada, the Great Britain, Kenya, and Slovakia). We used an online questionnaire developed within the project called Ethical Internationalism in Higher Education Research Project. The answers were analysed in the programme Statistica 12. We found the difference in the perception of global topics between the students of business and the students of education. The results will be used to innovate the study programmes at the individual faculties.

Key words: *Global Education, Global Problems, Skills, Business, Universities*

INDRODUCTION

Mass higher education has become an international norm at the end of the 20th century [Altbach 1999]. In 1971, 9.9% of the world school-leaving age group of people enrolled in tertiary education. In 2013, the situation was completely different: 32.9 % of people of the school-leaving age group enrolled for higher education [Marginson 2016]. The European Union set for a goal that 40% of people aged from 30 to 34 would achieve university education by the year 2020 [ET, 2020]. There are many signals to explain why knowledge in the 21st century may need to be perceived differently from the things associated with the knowledge in the past: the technological society: globalisation, twenty-first globalisation skills, digitisation, and the changing shape of libraries, i.e. “knowledge explosion”, changing forms of work, orientalism, citizenship, identity and immigration, and many more. To sum up, two major lines of discussion pose big questions about “knowledge, learning and expertise” and the role of schools and universities nowadays [Yates 2017].

Stewart (1996) analysed the links between education and globalisation. Altbach (2004) defines globalisation as the broad economic, technological, and scientific trends that directly affect higher education and are largely inevitable. Globalisation is “the growing integration of economies and societies around the world” [The World Bank 2001]. Globalisation in higher education policies was analysed by Fink-Hafner & Dagen (2017). Kuzhabekova et al. (2015) mapped global research in International Higher Education. Educational institutions have been charged and challenged in order to prepare and produce globally component graduates Kaushik et al. (2017). Their research has shown that students are not necessarily formally educated or trained to understand the full impact of global interconnectedness or to make informed decisions with full knowledge and awareness of the global implication. Haigh (2010) reviews the strategies suggested by western universities to achieve internationalisation of the curriculum. Globalisation processes affect and, at the same time, are affected by business and work organisation, economics, social and cultural resources, and natural environment.

Maastricht Global Education Declaration (2002) defines global education as the “*education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*”

Human resources in the 21st century are required to master various forms of skills, including critical thinking skills and problem solving. The teaching of the 21st century integrates literacy skills, knowledge, skills, attitudes, and mastery of ICT [Handajani et al. 2018]. Today’s job candidates must be able to collaborate, communicate and solve problems – skills developed mainly through social and emotional learning. Combined with traditional skills, this social and emotional proficiency will equip students to succeed in the evolving digital economy [World Economic Forum 2016].

1. DATA AND METHODS

Social roles of current university education, contributions and risks following from the internalisation of education, as well as relevance of the topics of global education, political and social problems concerning university study programmes in different countries were studied by Andreotti et al. (2016) in Ethical Internationalism in Higher Education Research Project (EIHE), <http://eihe.blogspot.com/>. The questionnaires were assembled in line with the suggestions from Andres (2012). In the submitted paper, the results of students' questionnaires involved in the EIHE research from five countries of three continents were assessed: the Great Britain, Ireland, Canada, Kenya, and Slovakia. When selecting the countries, we considered a common historical context of the Great Britain, Ireland, Canada, and Kenya with a similarly oriented education system assumed. The Slovak Republic (a part of Czechoslovakia until 1992) is a country of former socialist block, where the education system was influenced by the Soviet Union and had only restricted or controlled possibilities for communication, travelling, common projects and information exchange with the countries of western block for nearly 40 years.

Although the mentioned countries have different history, as well as economic and social conditions, we assume that they are all affected by internationalisation, to which Altbach (2004) draws attention and claims that the internationalisation of the curriculum and instruction materials go into international circulation. There is an increasing use of common textbooks, course materials and syllabi worldwide, stimulated by the expanding influence of multinational publishers, the Internet, and databases, as well as the growing number of professors who return home after their studies abroad with the ideas concerning curriculum and instructional materials in their fields.

The research at universities was conducted via the Internet, using online questionnaires. The data were collected from 9 faculties (à 50 students) in 5 countries. Totally 450 questionnaires have been evaluated (Tab. 1).

Table 1: Data frames (overview of countries, study programmes and used abbreviations)

Country	GREAT BRITAIN					
Study programme	IRELAND	CANADA	KENYA	SLOVAKIA	University 4	University 9
Business	3BU		30BUS	12BU	4BU	9BU
Education		16ED	30ED		4ED	9ED

In the submitted paper, we evaluated students' answers from the part of the EIHE questionnaire focused on global education – its content, methods and forms. Students expressed the extent of their agreement/disagreement or *unsure/no opinion* with a particular statement.

In the survey, we assessed students' answers to individual statements focused on:

- Relevance of the global themes from the viewpoint of the students' study programme;

- Skills and dispositions relevant to field of study;
- Social and political issues relevant to the students' study programme;
- Teaching methods and relevance of selected skills and abilities for their study programme.

We analysed the data obtained through the online questionnaire in the programme STATISTICA 12. **We tested the differences** between the responses of:

- 1. Students of business** (BUS, n = 250) and **students of education** (EDU, n = 200) using the Mann-Whitney U test.
- 2. Students of education from different countries** (EDU Great Britain 4, n = 50; Great Britain 9, n = 50; Kenya, n = 50; Canada, n = 50) using Kruskal – Wallis ANOVA and median test. After finding the statistically significant difference we subjected the data to post-hoc comparisons (multiple comparisons of mean ranks for all groups) to see the differences of responses among students of different countries.
- 3. Students of business from different countries** (BUS Great Britain 4, n = 50; Great Britain 9, n = 50; Kenya, n = 50; Ireland, n = 50; Slovakia, n = 50) using Kruskal – Wallis ANOVA and median test. After finding the statistically significant difference we subjected the data to post-hoc comparisons (multiple comparisons of mean ranks for all groups) to see the differences in responses among students of different countries.
- 4. Students of education from two different universities in the Great Britain** (EDU Great Britain 4, n = 50; EDU Great Britain 9, n = 50) using the Mann-Whitney U test.
- 5. Students of business from two different universities in the Great Britain** (BUS Great Britain 4, n = 50; BUS Great Britain 9, n = 50) using the Mann-Whitney U test.

We verified the following hypotheses:

H_{01} : The answers of the students of business and education are not different.

The following hypothesis was considered as the alternative one:

H_{A1} : The answers of the students of business and education are different.

H_{02} : The answers of the students of the same study programmes are not different in different countries.

The following hypothesis was considered to be alternative:

H_{A2} : The answers of the students of the same study programmes are different in different countries.

H_{03} : The answers of the students of the **same study programmes** are not different **at different universities in the same country**.

This hypothesis was considered as the alternative one:

H_{A3}: The answers of the students of the same study programmes are different at different universities in the same country.

The aim of analyses of the questionnaire survey is not a complete characteristics of the content and methods of global education in individual countries and their generalisation to the whole country/study programme. However, they may be an impulse for discussion about the implementation of selected global topics into curriculum of individual study programmes and related teaching methods in chosen countries. Due to the limited extent of the paper, we present only verbal summary of the results.

2. RESULTS AND DISCUSSION

2.1. Answers of the students of Business and Education

Based on the results of statistical testing we can sum up that the following hypothesis was not confirmed:

H₀₁: The answers of the students of business and education are not different.

This hypothesis was confirmed:

H_{A1}: The answers of the students of business and education are different.

2.1.1 Global themes that are relevant to my field of study

In the part *Global themes that are relevant to my field of study*, the students expressed their opinions on 23 statements (Tab. 2). In case of 35 % (8 statements) of them, there is no statistically significant difference between the students of business and education. The differences were found out in 65 % (15 statements).

There were two types of statistical differences:

1. majority (over 50 %) answer was opposite in compared groups (Tab. 2)
2. majority answer in both groups was the same. However, while nearly all the students from one group answered in the same way, the range of answers was significantly bigger in the second group, e.g. economic growth (Tab. 2).

For instance, business students agreed more with these statements:

- Economic growth;
- Global mobility;
- International cooperation;
- International solidarity;
- Government overspending;
- Loss of jobs;
- Waste of resources;
- Distribution of wealth.

Education students agreed with the following statements to larger extent:

- Access to education
- Human rights;
- Discrimination.

Described differences can be caused by the students' specialisations, but the topics like *Economic growth (and its consequences)*, *International cooperation*, *International solidarity*, *Waste of resources*, as well as *Human rights and Discrimination* are important global issues in all study specialisations. Global problems are complex and complicated. Therefore, the cooperation among study specialisations is necessary when solving these problems and students must be well acquainted with them.

Table 2: Global themes that are relevant to my field of study

Global themes that are relevant to my field of study	U-value	Z-value	BU %	EDU %
economic growth	15,360.0	7.03 ***	90/Y	52/Y
trade barriers	11,608.0	9.77 ***	82/Y	63/N
global mobility	16,417.0	6.26 ***	78/Y	47/Y
technological advancements	24,270.0	0.53	85/Y	82/Y
access to education	20,822.5	-3.05 **	77/Y	94/Y
international cooperation	18,625.0	4.65 ***	85/Y	60/Y
international solidarity	19,956.0	3.68 ***	71/Y	53/Y
poverty	22,745.5	-1.64	54/Y	66/Y
climate change	24,837.0	-0.12	49/Y	51/Y
human rights	20,697.0	-3.14 **	64/Y	81/Y
discrimination	18,844.5	-4.49 ***	58/Y	83/Y
government overspending	21,492.0	2.56 *	74/Y	62/Y
loss of jobs	21,118.0	2.83 **	80/Y	65/Y
gap between rich and poor	24,998.0	0.00	69/Y	70/Y
unequal relations of power	23,776.0	0.89	66/Y	63/Y
over- consumption	17,628.0	5.38 ***	70/Y	50/N
corporate greed	17,224.0	5.67 ***	65/Y	55/N
waste of resources	19,627.0	3.92 ***	73/Y	53/Y
terrorism	23,863.5	0.83	48/N	54/N
disease epidemics	23,672.0	0.97	48/N	54/N
over- surveillance	23,529.5	1.07	46/N	52/N
distribution of wealth	20,462.5	3.31 ***	67/Y	51/Y
racism	17,597.5	-5.40 ***	44/Y 44/N	74/Y

U-value, Z-value: results of the Mann-Whitney U test, significance: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Statements with statistically significant differences in the answers are in bold. The most numerous responses by student groups (% responses): BU = business students, EDU = education students, Y = yes (agreement), N = no (disagreement)

The business and education students do not agree that the following topics are relevant:

- Terrorism;
- Disease epidemics;
- Over-surveillance.

Calculations show that terrorism has a large negative association with economic growth in Europe. Between 2004 and 2016, the 28 EU member states lost around €180 billion in GDP terms due to terrorist attacks [Ballegooij, Bakowski 2018]. Dimitri (2015) analysed the economics of epidemic diseases and the optimal allocation of resources. Technology and our increasing demand for security have put us all under surveillance [Draper 2018]. Cyber-risks intensified in 2017 [World Economic Forum 2018] and it affects the lives of common people regardless their education and jobs (including students of business and education). Therefore, complex perception of global topics is one of the aims of global education and the mentioned results can be crucial for universities management, as well as the impulse for innovations in teachers' work.

Statistically significant differences between the students of business (most of them *agree*) and of education (most of them *disagree*) were connected with these statements:

- Trade barriers;
- Over-consumption;
- Corporate greed.

We consider the students' answers to the statements *trade barriers* and *corporate greed* to be conditioned by their study programmes. *Over-consumption* is a topic of global education, which causes many environmental problems in everyday life. Therefore, we consider its implementation into the curriculum of different study programmes to be important and we believe it is very urgent to take measures to reduce over-consumption in the normal operation of universities. Environmental leaders have argued vociferously that a fundamental barrier to controlling consumption is a predominant cultural orientation to seek consumer goods as a means of achieving personal satisfaction and happiness [Elkins 1991; Durning 1992]. And that is another of the aims of global education – to bear responsibility for our own everyday life. It overcomes standard curriculum at higher education, we change scale of values of the students, as well as teachers, and it is a challenge.

When giving their opinion on the topic of *racism* the students used a wide range of answers. Significant difference was found out between the students of different study programmes:

- business: 44% of them *agree* and 44 % *disagree*
- education: 74% of them *agree*.

We do not consider the topic of racism linked only to human sciences study programmes. Racism may have serious economic consequences in addition to its social, political, psychological and moral ones [McLoyd 1990; Larson et al., 2007; Paradies et al., 2015; Elias, Paradies 2016] and it is also a current concern in many countries [Eurobarometer 2015]. Therefore, we acknowledge as important to pay special attention to this topic at universities.

There is a relatively low disagreement (no statistically significant difference between

business and education students) concerning the topics of *poverty* (agreement: 54 % BU, 66 % EDU) and *climate change* (agreement: 49 % BU, 51 % EDU). These topics are important and serious challenges [Seipel 2003]. Therefore, we believe it is important to pay attention to them when teaching: it is suitable to innovate curricula and to put emphasis on the connection of preparation of the students of business and education to the global problems and their solutions.

2.1.2 Social and political issues relevant to my field of study

Significant difference was found out in case of this statement – opposite opinions: *how my field can generate profit*. 84% of the students of business agree with this statement and 57% of the students of education disagree. We believe that this difference is conditioned by the students' study specialisation (more in Tab. 3)

No differences – both groups agree (higher agreement expressed by the students of education):

- How my field affects society;
- How governments influence my field.

Difference in the extent of agreement (higher agreement expressed by the students of education) was found out in case of the following statements:

Social and political issues relevant to my field of study:

- How social inequalities are created;
- How academic knowledge can be biased.

Higher agreement was expressed by the students of business for the statement: *how rich countries influence poor countries*.

Table 3: Social and political issues relevant to my field of study

Social and political issues relevant to my field of study	U-value	Z-value	BU %	EDU %
how my field can generate profit	12,106.50	9.41 ***	87/Y	57/N
how my field affects society	22,606.00	-1.75	82/Y	92/Y
how governments influence my field	23,995.00	-0.73	83/Y	88/Y
how social inequalities are created	19,477.50	-4.03 ***	60/Y	83/Y
how rich countries influence poor countries	19,040.50	4.35 ***	76/Y	54/Y
how academic knowledge can be biased	20,233.00	-3.48 ***	65/Y	84/Y

*U-value, Z-value: results of the Mann-Whitney U test, significance: *p < 0.05, ** p < 0.01, *** p < 0.001*
Statements with statistically significant differences in the answers are in bold. The most numerous responses by student groups (% responses): BU = business students, EDU = education students, Y = yes (agreement), N = no (disagreement)

Except for the implementation of the global education topics into education at universities, it is important to focus on the methods used when dealing with these topics with students, as well as skills, supported by the teaching of global education. According to Díaz et al. (2010), faculties need integration of new learning models and adequate coping strategies into their work in higher education. How do we equip

learners with the values, knowledge, skills, and motivation to help achieve economic, social and ecological well-being? How can universities make a major contribution towards a more sustainable future? Jones et al. (2010) answered that it does not only include greening the campus but also transforming curricula and teaching and learning.

2.1.3 Skills and dispositions relevant to my field of study.

In this part, the students of business and education agreed predominantly with 8 statements (out of 10, more in Tab. 4):

1. Statistically significant difference in the extent of agreement (higher in case of the students of education) was found out for the following statements:
 - engaging with conflicting perspectives;
 - considering the impact of my actions on society;
 - empathizing with those who are disadvantaged;
2. No statistically significant difference in the extent of agreement (higher in case of the students of education) was found out for the following statements:
 - *thinking critically*;
 - *working well with people from different cultures*;
 - *questioning what I have taken for granted*;
 - *analysing power relations*;
 - *making ethical decisions that benefit society*.

The answers with opposite opinions with statistically significant differences between the students of business and of education were connected with these statements:

- *becoming an entrepreneur* (75% business agree, 55 % education disagree)
- *promoting innovation in the marketplace* (85 % business agree, but education students 47 % disagree and 47 % agree).

We suppose that these differences arose from the study specialisations of the students.

Table 4: Skills and dispositions relevant to my field of study

Skills and dispositions relevant to my field of study	U-value	Z-value	BU %	EDU %
thinking critically	22,876.00	-1.55	86/Y	94/Y
working well with people from different cultures	22,493.00	-1.83	79/Y	89/Y
engaging with conflicting perspectives	21,190.50	-2.78 **	73/Y	89/Y
considering the impact of my actions on society	21,274.00	-2.72 **	74/Y	89/Y
questioning what I have taken for granted	22,951.00	-1.49	64/Y	74/Y
becoming an entrepreneur	19,678.00	3.88 ***	75/Y	55/N

empathizing with those who are disadvantaged	22,060.00	-2.14 *	64/Y	76/Y
analysing power relations	22,838.50	-1.58	64/Y	74/Y
making ethical decisions that benefit society	24,105.00	0.65	76/Y	73/Y
promoting innovation in the marketplace	15,049.00	7.26 ***	85/Y	47/N,Y

*U-value, Z-value: results of the Mann-Whitney U test, significance: *p < 0.05, ** p < 0.01, *** p < 0.001*

Statements with statistically significant differences in the answers are in bold. The most numerous responses by student groups (% responses): BU = business students, EDU = education students, Y = yes (agreement), N = no (disagreement)

We assume that the result reflects trend of developing the skills for the 21st century [Bernie, Charles, 2009; World Economic Forum 2016] in education system. Critical thinking is pivotal and it serves as a foundational skill for all the knowledge outcomes that powerful knowledge entails [Harland, Wald 2018].

2.1.4 In my course I value...

In this part, majority of the students of business and education agreed with 15 statements (out of 17, more in Tab. 5).

1. Statistically significant difference in the extent of agreement (higher in case of the students of education) was found out for the following statements:

- *learning from people from completely different contexts;*
- *having my views challenged;*
- *having issues presented from different perspectives in my courses;*
- *learning about other cultures;*
- *from people who think very differently from me;*
- *building of consensus.*

The most noticeable difference was found out in case of the statement *learning from people who have experienced injustices* (49 % of the students of business agree and 70 % of the students of education agree).

2. No statistically significant difference in the extent of agreement was found out for the following statements (by both groups of the students):

- *learning about how poorer countries can be helped to develop;*
- *learning from successful young entrepreneurs;*
- *being given clear cut answers to problems in my courses;*
- *learning content that makes me competitive in the job market;*
- *learning about how my lifestyle is related to global problems;*
- *debating course ideas;*
- *learning from leaders of industry;*
- *making up my own mind in courses;*
- *choosing what I learn.*

Table 5: In my course I value

In my course I value	U-value	Z-value	BU %	EDU %
learning from people from completely different contexts	20,944.50	-2.96 **	78/Y	95/Y
learning through the Arts (e.g. film, drama, music, poetry)	16,277.00	-6.36 ***	48/N	77/Y
learning about how poorer countries can be helped to develop	22,616.50	-1.74	66/Y	76/Y
having my views challenged	21,950.50	-2.22 *	77/Y	90/Y
learning from successful young entrepreneurs	22,457.50	1.85	74/Y	65/Y
being given clear cut answers to problems in my courses	22,662.00	1.71	78/Y	69/Y
learning content that makes me competitive in the job market	24,930.50	0.05	84/Y	84/Y
having issues presented from different perspectives in my courses	21,896.00	-2.26 *	79/Y	92/Y
learning about how my lifestyle is related to global problems	24,198.00	-0.58	74/Y	77/Y
learning about other cultures	18,476.00	-4.76 ***	68/Y	94/Y
debating course ideas	22,532.00	-1.80	71/Y	81/Y
learning from leaders of industry	23,403.00	-1.16	66/Y	74/Y
learning from people who think very differently from me	20,918.50	-2.98 **	72/Y	89/Y
making up my own mind in courses	22,613.00	-1.74	75/Y	85/Y
learning from people who have experienced injustices	20,116.50	-3.56 ***	49/Y	70/Y
choosing what I learn	22,346.00	-1.94	70/Y	80/Y
learning about the role my country has played in global injustices	24,926.00	-0.05	57/Y	60/Y
building consensus	21,970.50	-2.21 *	60/Y	73/Y

*U-value, Z-value: results of the Mann-Whitney U test, significance: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$*

Statements with statistically significant differences in the answers are in bold. The most numerous responses by student groups (% responses): BU = business students, EDU = education students, Y = yes (agreement), N = no (disagreement)

The students of business and education had different opinions. Significant difference was found only in case of one statement of the questionnaire: *I value learning through the Arts*. The students of business disagree with this statement (48 %), but students of education agree with it (77 %). In many of today's schools, the Arts are held to be very low in priority, as teachers do not fully understand how and why they should be implemented. Learning can be done in and through the Arts – through Dance, Drama, Music and Visual Art [Crowe 2006]. In global education the Arts and its various forms are used not only for the reflections, but also as a tool for revealing the different points of view on global problems and their solutions, mapping the conflicts, identi-

ifying the stereotypes and prejudice, opening the discussions about global topics etc. Similarly, the education of other global topics should be reinforced, e.g. *learning about the role my country has played in global injustices* (57 % business agree, 60 % education agree); *learning about how poorer countries can be helped to develop* (66 % business agree, 76 % education agree) or *building consensus* (60% business agree, 73 % education agree).

The importance of *skills of building consensus for sustainable development* is emphasized already by Petts (1995), Sinclair, Smith (1999). It is a skill necessary for the practice, e.g. in different teams, at different work positions etc.

2.2 ANSWERS OF THE STUDENTS OF THE SAME STUDY PROGRAMMES IN DIFFERENT COUNTRIES

2.2.1 Students of business from different countries (Ireland, Great Britain 4 and 9, Slovakia, Kenya)

2.2.1.1 Global themes that are relevant to my field of study

More than 50 % of students of business from all countries agree with the statements: *Global themes that are relevant to my field of study* (no statistically significant difference):

- Economic growth;
- Trade barriers;
- Global mobility;
- Technological advancements;
- Access to education;
- International cooperation;
- International solidarity;
- Government overspending;
- Loss of jobs
- Gap between rich and poor;
- Unequal relations of power;
- Over-consumption;
- Corporate greed;
- Waste of resources;

The students agreed also with the statement (no statistically significant difference) *Distribution of wealth*: in Slovakia 44 % of the students agree; in Ireland, Great Britain and Kenya more than 70 % of the students agree.

In case of these statements (Tab. 6), we found out statistically significant differences among the students from different countries.

Table 6: Global themes that are relevant to my field of study

Global themes that are relevant to my field of study	H-value	Differences between groups	Ireland answers (%)	GB 4 answers (%)	GB 9 answers (%)	Slova- kia an- swers (%)	Ken- ya an- swers (%)
economic growth	10.53*	No	92 Y	94 Y	90 Y	78 Y	96 Y
trade barriers	4.74	No	92 Y	78 Y	84 Y	78 Y	80 Y
global mobility	15.84**	No	86 Y	68 Y	90 Y	62 Y	82 Y
technological ad- vancements	5.9	No	92 Y	80 Y	84 Y	78 Y	90 Y
access to education	8.24	No	68 Y	76 Y	74 Y	76 Y	90 Y
international cooper- ation	4.72	No	78 Y	86 Y	92 Y	80 Y	86 Y
international solidar- ity	6.25	No	58 Y	74 Y	78 Y	70 Y	72 Y
poverty	10.73*	No	54 N	60 Y	60 Y	46 Y	68 Y
climate change	10.97*	No	58 N	54 Y	62 Y	36 N	62 Y
human rights	17.11**	Ireland to GB4*	52 N	80 Y	60 Y	60 Y	74 Y
discrimination	12.65*	No	48 N	74 Y	66 Y	40 Y	66 Y
government over- spending	11.0*	No	84 Y	84 Y	70 Y	58 Y	76 Y
loss of jobs	17.25**	No	90 Y	90 Y	80 Y	60 Y	78 Y
gap between rich and poor	7.21	No	72 Y	74 Y	70 Y	52 Y	78 Y
unequal relations of power	5.52	No	70 Y	70 Y	66 Y	50 y	72 y
over- consumption	4.07	No	72 Y	70 Y	76 Y	56 Y	74 Y
corporate greed	9.05	No	64 Y	62 Y	72 Y	48 Y	76 Y
waste of resources	3.58		68 Y	78 Y	70 Y	70 Y	80 Y
terrorism	18.10**	Kenya to Ireland** Kenya to GB9*	66 N	48 N	60 N	36 N	68 Y
disease epidemics	16.42**	Kenya to Ireland**	68 N	46 Y	54 N	40 N	58 Y
over- surveillance	15.24**	Kenya to Ireland*	66 N	44 Y	60 N	36 un	56 Y
distribution of wealth	8.80	No	72 Y	72 Y	74 Y	44 Y	72 Y
racism	21.79***	Ireland to GB4* Kenya***	68 N	54 Y	52 Y	38 N	62 Y

Kruskal – Wallis ANOVA and median test: H-value (4, 250), differences between groups - post-hoc comparison, significance * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. Statements with statistically significant differences in the answers are in bold. The most numerous responses by student groups (% responses): Y = yes (agreement), N = no (disagreement), un = unsure/no opinion. GB = Great Britain

Majority of the students from Ireland disagree with the statement that the following

global topics are relevant to their field of study:

- human rights;
- terrorism;
- disease epidemics;
- over-surveillance;
- racism.

The relevance of the topic of *terrorism* was agreed only by the students of business from Kenya (68 %).

The students of business answered to the statements *poverty*, *climate change* and *discrimination* without any statistically significant difference, while Irish students do not perceive relevance of these topics to their study specialisation (expressed disagreement: *poverty* 54 %, *climate change* 58 %, *discrimination* 48 %). Slovak students do not agree with the statement *climate change* and they expressed the lowest disagreement for the statements of *poverty* (46 %) and *discrimination* (40 %).

The stated results point out to the need of reinforcement of education of global topics in business oriented study programmes, because the topics such as *climate change* or *poverty* have significant economic impacts, except for the environmental ones [O'Brien, Leichenko 2000, Fischer et al. 2005, William, Nordhaus 2007].

2.2.1.2 Social and political issues relevant to my field of study

In this part of the questionnaire, statistically significant difference in the answers of the students of business was found out (Tab. 7) only in case of the statement *How social inequalities are created*: between the students from Ireland who do not agree (52 %) and the students from Kenya and Great Britain who agree (72 %).

Table 7: Social and political issues relevant to my field of study

Statement	H-value	Differences between groups	Ireland answers (%)	GB 4 answers (%)	GB 9 answers (%)	Slovakia answers (%)	Kenya answers (%)
how my field can generate profit	7.15	No	84 Y	92 Y	90 Y	76 Y	90 Y
how my field affects society	1.68	No	78 Y	82 Y	88 y	80 Y	82 Y
how governments influence my field	18.96***	No	94 Y	84 Y	86 Y	62 Y	90 y
how social inequalities are created	18.64***	Ireland to GB 4* Kenya*	52 N	72 Y	70 Y	44 Y	72 Y
how rich countries influence poor countries	7.60	No	82 Y	82 Y	68 Y	64 Y	84 Y
how academic knowledge can be biased	2.83	No	58 Y	70 Y	66 Y	56 Y	72 Y

Kruskal – Wallis ANOVA and median test: H-value (4, 250), differences between groups - post-hoc comparison, significance * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. Statements with statistically significant differences in the answers are in bold. The most numerous responses by student groups (% responses): Y = yes (agreement), N = no (disagreement). GB = Great Britain

In this part of the questionnaire, no statistically significant difference between the answers of the students from different countries was detected. More than 50 % of them agree that the following *Social and political issues* are relevant to their field of study:

How my field can generate profit;

How my field affects society;

How governments influence my field;

How rich countries influence poor countries;

How academic knowledge can be biased.

2.2.1.3 Skills and dispositions relevant to my field of study

Statistically significant differences were found out in the following statements (more in Tab. 8):

1. in the extent of agreement

- thinking critically (94 % Great Britain 4, 60 % Slovak)
- engaging with conflicting perspectives (90 % Great Britain 9, 54 % Slovak)
- becoming an entrepreneur (94 % Kenya, 58 % Great Britain 4,)
- making ethical decisions that benefit society (94 % Kenya, 60 % Ireland,)

2. in difference of the answers

- empathizing with those who are disadvantaged (48 % Ireland disagree, 82 % Great Britain 4 agree).

Table 8: Skills and dispositions relevant to my field of study

Statement	H-value	Differences between groups	Ireland answers (%)	GB 4 answers (%)	GB 9 answers (%)	Slovakia answers (%)	Kenya answers (%)
thinking critically	31.89***	Slovakia to GB 4*	90 Y	94 Y	92 Y	60 Y	92 Y
working well with people from different cultures	12.83*	No	68 Y	74 Y	90 Y	74 Y	90 Y
engaging with conflicting perspectives	15.46**	Slovakia to GB 9*	72 Y	82 Y	90 Y	54 Y	68 Y
considering the impact of my actions on society	8.65	No	64 Y	64 Y	80 Y	78 Y	84 Y
questioning what I have taken for granted	16.34**	No	50 Y	70 Y	76 Y	46 Y	80 Y
becoming an entrepreneur	21.95***	Kenya to GB 4*	80 Y	58 Y	66 Y	78 Y	94 Y
empathizing with those who are disadvantaged	19.79***	Ireland to GB 4**	48 N	82 Y	58 Y	60 Y	74 Y

analysing power relations	7.48	No	74 Y	62 Y	70 Y	42 Y	70 Y
making ethical decisions that benefit society	25.92***	Kenya to Ireland*	60 Y	90 Y	74 Y	62 Y	94 Y
promoting innovation in the marketplace	8.39	No	88 Y	84 Y	78 Y	78 Y	96 Y

Kruskal – Wallis ANOVA and median test: H-value (4, 250), differences between groups - post-hoc comparison, significance * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. Statements with statistically significant differences in the answers are in bold. The most numerous responses by student groups (% responses): Y = yes (agreement), N = no (disagreement). GB = Great Britain

More than 50 % of the students of business *agreed* with these statements (no statistically significant differences):

- working well with people from different cultures;
- considering the impact of my actions on society;
- questioning what I have taken for granted;
- analysing power relations;
- promoting innovation in the marketplace.

The exception are the answers of Slovak students of business, whose opinion was not decided in case of these statements:

- questioning what I have taken for granted (46 % agree, 24 % disagree and 30 % unsure/no opinion);
- analysing power relations (42 % agree, 20 % disagree, 38 % unsure/no opinion).

2.2.1.4 In my course I value

Students from all countries *agreed* with the following statements (without statistically significant differences):

- Learning from people from completely different contexts;
- Having issues presented from different perspectives in my courses;
- Debating course ideas;
- Making up my own mind in courses.

In this part of the questionnaire, the biggest statistical differences were found in the answers of the students of business from Slovakia:

1. in the extent of expressed agreement

- Having my views challenged (44 % of Slovak students agree, while in other countries more than 76 % of the students agree);
- Learning about how my lifestyle is related to global problems (44 % of Slovak students agree, while in other countries more than 72 % of the students)
- Being given clear cut answers to problems in my courses (60 % of Slovak students agree, while in Great Britain 49.8 % of the students)
- Learning content that makes me competitive in the job market (58 % of Slovak students agree, while in Ireland it is 94 %)

- Learning about other cultures (44 % of Slovak students agree, 84 % of the students from Great Britain 4 agree and 88 % of the students from Great Britain 9 agree)
2. disagreement with the statements or indefinite opinion (prevailing answers were *unsure/no opinion*) to the statement (for the overview see Tab. 9).

Table 9: In my course I value

Statement	H-value	Differences between groups	Ireland answers (%)	GB 4 answers (%)	GB 9 answers (%)	Slovakia answers (%)	Kenya answers (%)
learning from people from completely different contexts	18.87***	No	86 Y	76 Y	88 Y	56 Y	86 Y
learning through the Arts (e.g. film, drama, music, poetry)	17.46**	Kenya to Ireland**	72 N	44 N	50 Y	52 N	64 Y
learning about how poorer countries can be helped to develop	26.43***	Slovakia to Kenya***	66 Y	70 Y	70 Y	48 N	86 Y
having my views challenged	40.11***	Slovakia to GB 4** GB 9* Kenya***	76 Y	88 Y	84 Y	44 Y	94 Y
learning from successful young entrepreneurs	53.4***	Slovakia to Ireland** GB 4*** GB 9** Kenya***	70 Y	86 Y	78 Y	50 N	92 Y
being given clear cut answers to problems in my courses	21.14***	Slovakia to GB 4*	80 Y	98 Y	72 Y	60 Y	78 Y
learning content that makes me competitive in the job market	28.4***	Slovakia to Ireland*	94 Y	86 Y	90 Y	58 Y	90 y
having issues presented from different perspectives in my courses	12.84*	No	88 Y	68 Y	82 Y	68 Y	90 Y
learning about how my lifestyle is related to global problems	25.01***	Slovakia to Ireland* GB 4* Kenya*	72 Y	84 Y	76 Y	44 Y	82 Y
learning about other cultures	29.85***	Slovakia to GB 4* GB 9**	56 Y	84 Y	88 Y	44 Y	68 Y

debating course ideas	8.41	No	70 Y	62 Y	84 Y	62 Y	78 Y
learning from leaders of industry	109.9***	Slovakia to Ireland*** GB 4*** GB 9*** Kenya***	84 Y	80 Y	84 Y	68 N	80 Y
learning from people who think very differently from me	51.86***	Slovakia to Ireland*** GB 4*** GB 9*** Kenya***	80 Y	76 Y	86 y	48 N	88 Y
making up my own mind in courses	12.17*	No	88 Y	60 Y	82 Y	68 Y	78 Y
learning from people who have experienced injustices	40.39***	Slovakia to Ireland* GB 4*** GB 9*** Kenya***	52 Y	54 Y	68 Y	58 un	72 Y
choosing what I learn	39.58***	Slovakia to Ireland*** GB 4** GB 9*** Kenya**	82 Y	76 Y	82 Y	46 N	76 Y
learning about the role my country has played in global injustices	77.34***	Slovakia to Ireland*** GB 4*** GB 9*** Kenya***	56 Y	86 Y	62 Y	56 N	80 Y
building consensus	79.21***	Slovakia to Ireland** GB 4*** GB 9*** Kenya*** Ireland to GB 4**	56 Y	94 Y	68 Y	60 N	80 Y

Kruskal – Wallis ANOVA and median test: H -value (4, 250), differences between groups - post-hoc comparison, significance * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. Statements with statistically significant differences in the answers are in bold. The most numerous responses by student groups (% responses): Y = yes (agreement), N = no (disagreement), un = unsure/no opinion. GB = Great Britain

There was a difference in answers to the statement *learning about how poorer countries can be helped to develop*. 48 % of the students from Slovakia disagree and 86 % of the students from Kenya agree with it. The students from other countries agreed, but no statistically significant difference was found out.

After the year 1989, which is the period of transition from socialistic to democratic system in Slovakia, university education undergoes transformation, too. Based on our authentic experience we suppose that significant difference of the above-mentioned answers of Slovak students is caused by narrow specialisation of their studies and insufficient connection between education and practice. We assume that significantly higher proportion of the answers *unsure/no opinion* in comparison with other countries is brought about by continuing frontal type of teaching with insufficient space

for discussions, skills development and attitudes formation during the education process. We suppose that ascertained differences in the answers of Slovak students can be caused by the fact that global topics at universities are a new topic in this country. It was only in 2012 when the National Strategy for Global Education 2013-2016 was adopted by the government of the Slovak Republic. First courses for the teachers of different specialisations, including business, have been done gradually. The answers to the statement *learning through the Arts (e.g. film, drama, music, poetry)* are interesting:

1. statistically significant difference was found out between the students from Ireland (72 % of them disagree) and the ones from Kenya (64 % of them agree);
2. no statistical difference between the students from Slovakia (52 % of them disagree) and the students from Great Britain 4 (44 % of them disagree) and the students from Great Britain 9 (50 % of them agree).

Andreotti, Souza (2008) highlight the necessity of different approaches, procedures, views and methods in global education, with substantial use of *learning through the Arts*. According to UNESCO (2006), the arts provide the environment and practice where the learner is actively engaged in creative experiences, processes, and development. It indicates that introducing learners to artistic processes, while incorporating elements of their own culture into education, cultivates in each individual a sense of creativity and initiative, a fertile imagination, emotional intelligence and a moral “compass”, a capacity for critical reflection, a sense of autonomy, and freedom of thought and action. Education in and through the arts also stimulates cognitive development and can make how and what learners learn more relevant to the needs of the modern societies they live in.

2.2.2 EDUCATION IN DIFFERENT COUNTRIES (CANADA, KENYA, GREAT BRITAIN 4, 9)

3.2.2.1 Global themes that are relevant to my field of study

11 statements out of 23 were found without statistically significant differences:

1. more than 50 % of the students of education from all countries agreed with the following statements: *technological advancements, access to education, poverty, human rights, discrimination, loss of jobs, gap between rich and poor, unequal relations of power and racism.*
2. *students expressed low agreement or disagreement with the statements:*
 - *over-consumption* (62 % of the students from Great Britain 4 and 60 % of the students from Canada disagree; 52 % of the students from Great Britain 9 and 54 % of the students from Kenya agree);

- *distribution of wealth* (48 % of the students from Great Britain 4 and 54 % of the students from Canada disagree; 52 % of the students from Great Britain 9 and 68 % of the students from Kenya agree).

Over-consumption is one of the problems with serious environmental impacts [Joshua 2017]. It is an inter- and transdisciplinary problem [Reisch, Thøgersen, 2015]. Therefore, its practical solutions exceed circles of close specialists and cooperation among specialisations is needed. Attitudes of teachers and their everyday behaviour at work with children are an important example for their students at different study levels. Hytten, Bettez (2008) explain why and how teaching about globalisation can support our broader goals as critical educators. In the process of formation of future teachers, it is especially important to pay attention to global topics, including *over-consumption*. Statistically significant differences were found out in case of 12 out of 23 statements:

1. in the extent of agreement: *government overspending* (80 % of the students from Great Britain 4, 52 % of the students from Great Britain 9, 50 % of the students from Canada and 64 % of the students from Kenya agree);
2. in the difference of answers, while there are statistically different
 - affirmative answers of the students from Kenya from disapproving answers of the students from other countries - *economic growth, trade barriers, global mobility, corporate greed, disease epidemic* (see overview in Tab. 10)
 - affirmative answers of the students from Kenya from affirmative or disapproving answers of the students from Great Britain or Canada (see overview in Tab. 10).

Table 10: Global themes that are relevant to my field of study

Global themes that are relevant to my field of study	H-value	Differences between groups	GB 4 answers (%)	GB 9 answers (%)	Canada answers (%)	Kenya answers (%)
economic growth	42.16***	Kenya to GB 4*** GB 9*** Canada***	56 N	60 N	56 N	90 Y
trade barriers	35.10***	Kenya to GB 4*** GB 9*** Canada***	74 N	72 N	74 N	66 Y
global mobility	21.88***	Kenya to GB 4* GB 9** Canada***	48 N	52 N	62 N	76 Y
technological advancements	13.44**	No	86 Y	66 Y	86 Y	90 Y
access to education	0.88	No	94 Y	92 Y	96 Y	92 Y
international cooperation	16.45***	Kenya to GB 4* Canada**	48 Y	62 Y	48 N	82 Y

international solidarity	24.23***	Kenya to GB 4** GB 9* Canada***	48 N	52 Y	54 N	82 Y
poverty	4.62	No	60 Y	60 Y	66 Y	76 Y
climate change	24.0***	GB 4 to GB 9** Kenya***	64 N	66 Y	48 N	70 Y
human rights	2.76	No	88 Y	78 Y	76 Y	80 Y
discrimination	4.2	No	90 Y	76 y	86 y	80 Y
government over-spending	13.64**	GB 4 to GB 9* Canada*	80 Y	52 Y	50 Y	64 Y
loss of jobs	2.37	No	66 Y	56 Y	68 Y	70 Y
gap between rich and poor	0.44	No	74 Y	70 Y	70 Y	66 Y
unequal relations of power	2.24	No	70 Y	64 Y	60 Y	56 Y
over- consumption	10.12*	No	62 N	52 Y	60 N	54 Y
corporate greed	17.49***	Kenya to GB 9** Canada*	56 N	70 N	62 N	60 Y
waste of resources	17.63***	Kenya to GB 4* Canada**	48 N	54 Y	58 N	76 Y
terrorism	21.85***	Kenya to GB 4* Canada***	60 N	52 N	72 N	64 Y
disease epidemics	25.24***	Kenya to GB 4*** GB 9* Canada***	62 N	60 N	68 N	64 Y
over- surveillance	11.56**	Kenya to GB 4*	60 N	54 N	60 N	48 Y
distribution of wealth	10.74*	No	48 N	52 Y	54 N	68 Y
racism	2.5	No	74 Y	76 Y	80 Y	66 Y

*Kruskal – Wallis ANOVA and median test: H-value (3, 200), differences between groups - post-hoc comparison, significance *p < 0.05, ** p < 0.01, *** p < 0.001. Statements with statistically significant differences in the answers are in bold. The most numerous responses by student groups (% responses): Y = yes (agreement), N = no (disagreement), un = unsure/no opinion. GB = Great Britain*

We suppose that difference of mentioned answers of the students from Kenya can follow from historical context, as well as from differences in current political, social and economic situation. Andreotti (2011) presented aim to pluralise possibilities for global citizenship education in ways that address ethnocentrism, ahistoricism, depoliticisation and paternalism in educational agendas, upholding possibilities for decoloniality, diversality and ‘ecologies of knowledge’ in educational research, policy and pedagogy.

2.2.2.2 Social and political issues relevant to my field of study

Students of education from all countries agreed (more than 50 % of answers) with these statements – without significant statistically differences: *how*

- my field affects society;
- governments influence my field;
- social inequalities are created;
- academic knowledge can be biased.

Kenyan students were statistically different in their answers to the statements:

- *how my field can generate profit* (Kenya: 82% agree, more than 66% of students from other countries disagree);
- *how rich countries influence poor countries* (Kenya: 80% agree, 60 % of Great Britain 9 and 48% of Canadian students disagree), more in Tab. 11.

Table 11: Social and political issues relevant to my field of study

Statement	H-value	Differences between groups	GB 4 answers (%)	GB 9 answers (%)	Canada answers (%)	Kenya answers (%)
how my field can generate profit	62.5***	Kenya to GB 4*** GB 9*** Canada***	66 N	74 N	78 N	82 Y
how my field affects society	0.67	No	90 Y	90 Y	94 Y	92 Y
how governments influence my field	1.73	No	92 Y	84 Y	88 Y	86 Y
how social inequalities are created	3.52	No	90 Y	80 Y	84 Y	76 Y
how rich countries influence poor countries	22.8***	Kenya to GB 9*** Canada*	52 Y	60 N	48 N	80 Y
how academic knowledge can be biased	3.99	No	92 Y	82 Y	84 Y	78 Y

*Kruskal – Wallis ANOVA and median test: H-value (3, 200), differences between groups - post-hoc comparison, significance *p < 0.05, ** p < 0.01, *** p < 0.001. Statements with statistically significant differences in the answers are in bold. The most numerous responses by student groups (% responses): Y = yes (agreement), N = no (disagreement). GB = Great Britain*

2.2.2.3 Skills and dispositions relevant to my field of study

More than 50% of the students of education agreed with the majority of statements in this part of the questionnaire without significant statistically differences.

Significant difference was found out in the answers of the students of education only to the following statements (more in Tab. 12):

1. in the extent of agreement:

- *analysing power relations* (difference among Kenya, Canada - 84 % of the students agree and Great Britain 9, where only 52 % of the students agree);
- *making ethical decisions that benefit society* (agreement: Canada 92 %, Kenya

80 %, but only 48 % of the students in Great Britain 4 agree)

2. in different opinions to the statements:

- *becoming an entrepreneur*: Kenyan and Great Britain 4 students agree (more than 78 % of answers) and Canadian and Great Britain students 9 disagree (more than 58 % of answers);
- *promoting innovation in the marketplace*: Kenyan students agree (84 % of answers), students of other countries disagree (more than 54% of them).

Table 12: Skills and dispositions relevant to my field of study

Statements	H-value	Differences between groups	GB 4 answers (%)	GB 9 answers (%)	Canada answers (%)	Kenya answers (%)
thinking critically	3,6	No	94 Y	98 Y	92 Y	90 Y
working well with people from different cultures	1,98	No	90 Y	84 Y	92 Y	90 Y
engaging with conflicting perspectives	16,56***	No	96 Y	90 Y	96 Y	74 Y
considering the impact of my actions on society	1,72	No	88 Y	88 Y	94 Y	86 Y
questioning what I have taken for granted	5,65	No	74 Y	70 Y	86 Y	64 Y
becoming an entrepreneur	55,69***	Canada to GB 4*** Kenya** GB 9 to GB 4*** Kenya***	80 Y	70 N	58 N	78 Y
empathizing with those who are disadvantaged	5,5	No	68 Y	76 Y	88 Y	70 Y
analysing power relations	18,43***	GB 9 to Canada* Kenya*	74 Y	52 Y	84 Y	84 Y
making ethical decisions that benefit society	24,89***	GB 4 to Canada** Kenya*	48 Y	70 Y	92 Y	80 Y
promoting innovation in the marketplace	43,18***	Kenya to GB 4*** GB 9*** Canada***	58 N	66 N	54 N	84 Y

Kruskal – Wallis ANOVA and median test: H-value (3, 200), differences between groups - post-hoc comparison, significance * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. Statements with statistically significant differences in the answers are in bold. The most numerous responses by student groups (% responses): Y = yes (agreement), N = no (disagreement). GB = Great Britain

2.2.2.3 In my course I value

More than 50% of the students of education agreed with the majority of statements in this part of the questionnaire without significant statistically differences.

Significant difference was found out (more in Tab. 13) in the answers of students of education only to the following statements:

1. in the extent of agreement:

- *being given clear cut answers to problems in my courses* (90% of the students from Great Britain 4 agree, 80 % of the students from Kenya agree, but only 52 % of the students from Great Britain 9 and Canada);
- *learning about how my lifestyle is related to global problems* (96 % of the students from Great Britain 4 agree, 90 % of the students from Kenya, 64 % of the students from Canada, and only 52 % of the students from Great Britain 9).

2. in different opinions to the statements:

- *learning from successful young entrepreneurs* (58 % of the students from Canada and 60 % of the students from Great Britain disagree; 96% of Kenyan students and 88% of the students from Great Britain 4 agree);
- *learning about the role my country has played in global injustices* (80 % of the students from Kenya, 68 % of the students from Canada and 50 % of the students from Great Britain 9 agree; 46 % of the students from Great Britain 4 disagree).

Table 13: In my course I value

Statements	H-value	Differences between groups	GB 4 answers (%)	GB 9 answers (%)	Canada answers (%)	Kenya answers (%)
learning from people from completely different contexts	7.1	No	94 Y	100 Y	96 Y	88 Y
learning through the Arts	12.87**	No	72 Y	88 Y	86 Y	62 Y
learning about how poorer countries can be helped to develop	7.05	No	74 Y	74 Y	66 Y	88 Y
having my views challenged	2.84	No	94 Y	90 Y	90 Y	88 Y
learning from successful young entrepreneurs	66.45***	GB 4 to GB 9*** Canada*** Kenya to GB 9*** Canada***	88 Y	60 N	58 N	96 Y

being given clear cut answers to problems in my courses	28.55***	GB 4 to GB 9** GB 4 to Canada**	90 Y	52 Y	52 Y	80 Y
learning content that makes me competitive in the job market	10.23*	No	80 Y	74 Y	86 Y	96 Y
having issues presented from different perspectives in my courses	3.72	No	88 Y	90 Y	98 y	90 Y
learning about how my lifestyle is related to global problems	30.0***	GB 4 to GB 9** Canada* Kenya to GB 9*	96 Y	58 Y	64 Y	90 Y
learning about other cultures	3.42	No	98 Y	92 Y	96 Y	90 Y
debating course ideas	5.38	No	76 Y	90 Y	74 Y	84 Y
learning from leaders of industry	8.21*	No	78 Y	66 Y	64 Y	86 Y
learning from people who think very differently from me	2.79	No	90 Y	84 Y	94 Y	86 Y
making up my own mind in courses	21.4***	No	64 Y	92 Y	94 Y	88 Y
learning from people who have experienced injustices	4.75	No	58 Y	68 Y	82 Y	68 Y
choosing what I learn	4.26	No	70 Y	86 Y	84 Y	80 Y
learning about the role my country has played in global injustices	17.95***	Kenya to GB 4** GB 9*	46 N	50 Y	68 Y	80 Y
building consensus	8.38*	No	78 Y	66 Y	62 Y	84 Y

Kruskal – Wallis ANOVA and median test: *H*-value (3, 200), differences between groups - post-hoc comparison, significance * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. Statements with statistically significant differences in the answers are in bold. The most numerous responses by student groups (% responses): Y = yes (agreement), N = no (disagreement). GB = Great Britain

2.3 ANSWERS OF THE STUDENTS FROM THE SAME STUDY PROGRAMMES AT DIFFERENT UNIVERSITIES IN THE GREAT BRITAIN

In the last part of analyses, we focused in detail on differences of the answers of students of education and business in the same country – the Great Britain, but at two different universities (GB4 and GB9).

2.3.1 Students of business in the Great Britain

When we compared answers of the students of business from two universities, we found out statistically significant differences in 12 % of the statements (in 7 out of 57 statements). More than 50% of students from both universities *agreed* with the statements. The differences were caused only by the extent of agreement. Students of

business did not agree only with the relevance of these global topics to their studies (identically at both British universities):

- *terrorism*,
- *over-surveillance*.

Students had indefinite opinion on *Learning through the Arts* (agree 40 % GB4, 50 % GB9; disagree 42 % GB4, 48 % GB9; no opinion/unsure 18 % GB4, 2 % GB9). There was no statistical difference between two universities in the Great Britain.

2.3.2 Students of education in the Great Britain

When analysing differences in the answers of the students of education from two mentioned British universities, we found out several significant differences. From the overall number of 57 statements, comprised in the questionnaire, statistically significant differences in answers of the students from Great Britain were found out in case of 6 statements (10 %). Students answered contrarily (agree, disagree) 3 statements (5 %). I case of 3 statements (5 %) the statistical difference was caused by different extent of agreement:

1. Global themes that are relevant to my field of study

Students of education in the Great Britain assessed individual global themes in the questionnaire as relevant to their field of study. The only exception was a topic of *climate change*, since 64 % of the students of GB4 did not find it as relevant unlike students of GB9, who agreed (66 %). When answering to the statement *government overspending*, the extent of their agreement was different (GB 4: 80 %, GB 9: 52 %).

2. Social and political issues relevant to my field of study

no statistically significant difference in answers of the students from both British universities was detected.

3. Skills and dispositions relevant to my field of study

Majority of the students agree with all the statements in this part of the questionnaire, except for the statement *becoming an entrepreneur* (80% of GB4 students agree, 70 % of GB9 students disagree)

4. In my course I value

Most of the students answered all the statements affirmatively, except for the following statement:

- *learning from successful young entrepreneurs*—88% of GB4 students agree and 60% of GB9 disagree.

Significant difference was found out in case of these statements in the extent of agreement:

- *being given clear cut answers to problems in my courses*—90% of GB4 students agree and 52 % of students of GB9 agree
- *learning about how my lifestyle is related to global problems*: at GB4, 96% of the students agree and at GB9 only 58% of the students agree.

In the Great Britain, there were no statistically significant differences among the answers of students of business from two different universities. In case of the students of education, we found several statements with statistically different answers in individual parts of the questionnaire.

CONCLUSION

Obtained results could be an impulse for the discussion about innovations of the content and methods of teaching of global education at universities in different countries, as well as incentive to more detailed research into students' attitude. In conclusion, we present a summary of statements to which students answered differently (disapproving, approving and indefinite opinions) and to which bigger attention is necessary to be paid in the process of implementation of global education at universities:

1. Global themes - economic growth, trade barriers, poverty, climate changes, human rights, discrimination, over-consumption, corporate greed, waste of resources, terrorism, disease epidemics, over-surveillance, distribution of wealth, racism.
2. Social and political issues - how rich countries influence poor countries.

These topics can be seen from the viewpoint of narrow specialisation that can be:

- economical (economic growth, trade barriers, poverty);
- environmental (climate change, over-consumption, waste resources);
- social and human sciences (human rights, racism);
- security (terrorism) etc.

If we look more in detail and take into consideration mutual connections and consequences of everyday human activities and global interconnectedness of the world, the theme of *climate change* is also an economical topic or *racism* is an urgent topic, which is necessary to be dealt with not only at human sciences faculties. However, in today's world it is not quite possible to see the global problems only from one perspective and specialisation.

Students' opinions on what they value in their courses can indicate what their expectations from university education are, e.g.:

- learning through the Arts, about how poorer countries can be helped to develop; from people who have experienced injustices;
- building consensus.

With the assessment of the questionnaires (n=450), we have no ambition to generalise the results to the individual study programmes and countries. Our intention is more likely to probe into the perception of selected global themes, social and political issues. Obtained results can be a stimulus for discussions about formulation of curriculum at universities and a starting point for more detailed research. Information on skills and dispositions, as well as results of the answers of what students value in their courses can indicate methods used at individual universities and can be an impulse for the innovation of some of them in compliance with the global education aims.

While thinking about the skills of the present and future generations, the system of higher education in each country seems to play an increasing role. The system of education needs to reflect the changing world in which it plays a crucial role. When considering the processes in human resource development, it seems obvious that classical teaching methods are not suitable to meet all new requirements. Therefore, substantial changes are needed towards more accessible, open, flexible and professional education, which can meet special needs of learning and internationalisation of especially tertiary education. Individuals with their obtained education, skills and professional experience change the course of the country in response to the challenges of the 21st century. This emphasizes the increasing importance of the education system for the development of the country and its society [Mekvabidze 2015].

Today's world is interconnected with lots of direct, as well as indirect relations – environmental, economical, technological, investment, political and cultural – and with lots of consequences to everyday human life, as well as to different countries. In the above-mentioned analyses, we compared perception of selected global themes, social and political issues by the students of business and education from Ireland, the Great Britain, Kenya, Canada, and Slovakia. In these countries, the percentage of university graduates is continually increasing. These young people will pick up the baton of society management; they will be initiators of changes, as well as innovators in different areas. Therefore, it is necessary for them to understand the importance of global themes, interconnectedness of our world, as well as consequences of our acting in specific country to the network of relations within other countries, no matter which study programme they studied.

When innovating university education in different countries we consider important to pay attention not only to implementation of global topics into education of the students of different specialisations, but also to new methods of teaching.

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