

# UNIVERSAL VALUES SKILLS AND PRACTICES AMONG STATE PRIVATE UNIVERSITY GRADUATES

YASIN, M. Z.<sup>1</sup> – CHEAR, S. L. S.<sup>1\*</sup>

<sup>1</sup> *Faculty of Education and Social Sciences, Universiti Selangor, Selangor, Malaysia.*

*\*Corresponding author  
e-mail: syedlamsah[at]unisel.edu.my*

(Received 05<sup>th</sup> August 2023; accepted 31<sup>st</sup> October 2023)

**Abstract.** Nowadays graduate's success is frequently attributed to high-profile careers. Concurrently, graduates are also required to be re-dedicated on their success to the community and the country. However, without identity and mastery of universal values, their steps may slip and the desire to see them contribute to society may not be fulfilled. The objective of this study is to assess graduate's competency in mastering universal values. Data collection based on questionnaire adapted from OECD PISA Global Competence Framework 2018. Respondents comprised of 436 first year students from an established state-owned private university. Most respondents are pursuing diploma and bachelor's studies. The ratio of their field of study is almost equal between social and physical sciences. Data analysis shown that respondents have the skills to practice universal values. This is demonstrated by the high scores recorded for all nine dimensions of universal skills which are awareness of global issues, self-efficacy regarding global issues, perspective-taking, adaptability, awareness of intercultural communication, interest in learning about other cultures, respect for people from other cultural backgrounds, global mindedness, and attitudes towards immigrants. The results of the study provide implications for policies development and operational strategies for private higher education institutions. This institution is suggested to engage in internationalization agenda through curriculum enrichment, cross-border research, and sponsorship, recruiting students and teaching staff and so on.

**Keywords:** *global citizenship, universal value, internalization, state private university, graduates*

## Introduction

Global tension such as trading wars that surpass continents or national issues for example the religious extremists and so on, give different kind of pressure towards many countries of the world. If these issues are not managed properly, it will only worsen the effect of the pandemic suffered recently. The resulting global divergence will create tensions within and across borders that risk worsening the pandemic's cascading impacts and complicating the coordination needed to tackle common challenges including strengthening climate action, enhancing digital safety, restoring livelihoods and societal cohesion and managing competition in space (McLennan, 2022). Each country is required to design and execute unity to quicken the sustainable development that is suitable for the specific needs of each country (Leicht et al., 2018). This initiative has been initiated by the United Nations Educational, Scientific and Cultural Organization (UNESCO) through UN Decade of Education for Sustainable Development (2005-2014) as the trigger for global movement on the education orientation to solve the sustainable development challenges. Although global education has been accepted at the tertiary level of education, students' involvement in the global initiative is still lacking mainly due to the approach employed by the university and the environment of the university itself (Bista and Saleh, 2014).

Different definitions have been made for the term global education. In general, global education is a perception that arise from the fact that citizen lives and interacts in

a world that is fast-growing universal (Abdullahi, 2014). Global education touches specific agenda such as education development, human rights, sustainability, peace and conflict issue, citizenship, nationality, gender, and children education right, intercultural, and interreligious education, disbarment, social and economy, and environment. In addition, global education means to be sensitive to global affairs, to have a sense of global visions, to have knowledge about the events happening in the world, and to give an international character to the curricula (Altun, 2017). Therefore, global education is to have knowledge about problems and issues that are beyond borders. It refers to having a good command of systems, ecology, culture, economic, politics and technology. Finally, global education is to look at the issues and problems of the people in the world from their perspectives. Teachings of global education focus on the effort on understanding the issues and citizen's problems from the correct perception. This is mainly because education is said to be the most effective strategy to shape the citizen to be the global people (Youth Forum Jeunesse, 2008).

Some universities have begun to equip their students to be ready for the global era. However, there are still many colleges that only provide academic knowledge but do not equip their students with the competencies needed in today's global era. As a result there are a lot of university graduates are not ready to compete with overseas graduates (Rahmadi and Se, 2018). Students' ability to master the universal values is crucial. Twenty-first century students live in an interconnected, diverse, and rapidly changing world. Emerging economic, digital, cultural, demographic, and environmental forces are shaping young people's lives around the planet and increasing their intercultural encounters daily. This complex environment presents an opportunity and a challenge. Young people today must not only learn to participate in a more interconnected world but also appreciate and benefit from cultural differences (Ramos and Schleicher, 2018). Children entering school in 2018 will need to abandon the notion that resources are limitless and are there to be exploited; they will need to value common prosperity, sustainability, and well-being. They will need to be responsible and empowered, placing collaboration above division, and sustainability above short-term gain. In the face of an increasingly volatile, uncertain, complex, and ambiguous world, education can make the difference as to whether people embrace the challenges they are confronted with or whether they are defeated by them. And in an era characterised by a new explosion of scientific knowledge and a growing array of complex societal problems, it is appropriate that curricula should continue to evolve, perhaps in radical ways (Organisation for Economic Co-operation and Development (OECD, 2018). The aim of the study is to evaluate university graduate's skills in mastering the universal values. It is hoped that the findings will contribute as a preliminary guideline to the university, ministry, and other relevant agency for curriculum development for global citizens.

## **Materials and Methods**

The objective of this study is to assess graduate's competency in mastering universal values. This type of exploratory research seeks to identify general principles to explain data and observations. The purpose of this exploratory research is to investigate a specific phenomenon. Exploratory research seeks to learn as much as possible between two variables, the dependent variable, and the independent variable. The exact nature of the dependent variable may not be known or understood before the experiment begins, and therefore, is observed and recorded more holistically. After completely an

exploratory research study, a description of the relationship between the two variables is explained. As suggested by Singh (2021), an experimental study could be done from an exploratory study, because the relationship between the variables has been established. Survey is used as a method of gathering data. The questionnaire is developed by the researcher as an adaptation from OECD PISA Global Competence Framework (Ramos and Schleicher, 2018). The questionnaire is divided into two sections. The first section provides the information about respondent's background such as field of study, level of education, language proficiency, international exposure, and networks. The second sections consist of 50 items to measure the nine dimension of graduates global skills namely awareness of global issues (7 items), self-efficiency of the global issues (6 items), perspective taking (5 items), adaptation (6 items), awareness of intercultural communication (7 items), learning interest of other culture (4 items), respect on others with different culture and background (5 items), global mindedness (6 items), and attitude towards immigrant (4 items). The Cronbach Alpha coefficient as shown in *Table 1* is used to determine the validity of this questionnaire as it is said to be suitable for social sciences experiment (Taber, 2018). Analysis to obtain the coefficient value is carried out separately for each dimension to increase the accuracy compared to the overall findings. The interpretation of the Cronbach Alpha value is based on Kotian et al. (2022). The study is carried out at an established private state university in Malaysia. The selection of respondents is based on random sampling but limited to first year students. The online questionnaire is distributed to the students within two weeks at the start of semester November 2022.

**Table 1.** Cronbach Alpha value of reliability and acceptability (Kotian et al., 2022).

Range of Cronbach Alpha value	Instrument reliability
<0.50	Inconsistent/weak
0.65 to 0.69	Marginal consistent/fair
0.70 to 0.79	Acceptable consistency/satisfactory
0.80 to <0.89	Good consistency/good
>0.90	High consistency/excellent

## Results and Discussion

### *The reliability of the instrument*

*Table 2* below shows the Cronbach Alpha value ( $\alpha$ , or coefficient alpha) for the nine dimension of study which is between 0.447 (weak) to 0.866 (excellent). Score of 0.7 is normally accepted (Barbera et al., 2020). However, according to Ursachi et al. (2015), the accepted value actually depends on the requirement of the research and the justification given. Therefore, the low score recorded in this study is not an issue because the researcher used an adapted questionnaire which is probably influenced by various local factors due to the background of the students and the academic and social environment within the institution.

**Table 2.** The Cronbach Alpha value ( $\alpha$  or coefficient alpha) for each of research dimension.

No.	Research dimension	No of items	$\alpha$ value	Reliability level
1	Awareness of global issues	7	0.759	Satisfactory
2	Self-efficacy regarding global issues	6	0.782	Satisfactory
3	Perspective-taking	5	0.741	Satisfactory
4	Adaptability	6	0.825	Excellent

5	Awareness of intercultural communication	7	0.447	Weak
6	Interest in learning about other cultures	4	0.886	Excellent
7	Respect for people from other cultural backgrounds	5	0.861	Excellent
8	Global mindedness	6	0.697	Fair
9	Attitudes towards immigrants	4	0.740	Satisfactory

### **Background of the respondents**

A total of 436 feedback are received from about one thousand new students who enrolled for semester November 2022. Their field of study are almost an equal ratio between social sciences (56.2%) and physical science (45.8%) as shown in *Table 3a*. Majority of them are at diploma (44.7%) and bachelor (41.5%) level of study. *Table 3b* indicated that, although most of the students can speak well in Bahasa Melayu and English (279, 64%), but they rarely or without international exposure (344, 78.9%). Only one third of them has family members or relatives that have studied abroad (147, 33.7%).

**Table 3a.** Students educational background.

Category	Frequency (N)	Percentage (%)
Faculty		
Education and Social Sciences	245	56.2
Communication, Visual Art, and Computing	78	17.9
Engineering and Life Sciences	57	13.1
Foundation and General Studies	56	12.8
Program		
Foundation	60	13.8
Diploma	195	44.7
Bachelor	181	41.5
Master/PhD	-	-

**Table 3b.** Students' social background.

Category	Frequency (N)	Percentage (%)
Mastery of language		
1	66	15.8
2	279	64
3	77	17.7
>3	11	2.5
Exposure to international communication		
None	192	44.0
Rare	152	34.9
Seldom	67	15.4
Frequent	25	5.7
International network (family members)		
Active	147	33.7
None	289	66.1

### **Overall mean score of all research dimension**

The overall mean score for all the nine domains is shown in *Table 3c* and *Table 3d* below. The researcher adapted a questionnaire from Ramos and Schleicher (2018) without any amendment. Due to that there are two difference range of score as in the actual questionnaire. Four dimensions apply four range of score as shown in *Table 3c*

and five dimensions with five range of score as shown in *Table 3d* whereas the interpretation of score as in *Table 3e*. The range is the distance from the largest score to the smallest score in a distribution. Generally, it is a measure of the level of agreement or disagreement on the particular statement. Odd numbers of response categories (five, seven, and nine) are usually used, as well as the least popular even number of responses which are called force-number Likert scale (Pimentel, 2010). Four to six numbers of responses are used in this technique. There are many studies that did not find the presence and absence of a midpoint affected instrument validity and reliability differently as reported by Chyung et al. (2017). Regardless of whether a midpoint was present or not, they found a good model fit for the instrument; however, the use of a five-point Likert scale resulted in a significantly higher reliability estimate for the instrument. The overall mean score for all dimensions shown that there are four dimension recorded with high mean score which are: (i) respect for people from other cultural backgrounds, (ii) interest in learning about other cultures, (iii) perspective-taking, and (iv) awareness of intercultural communication. The other five dimensions fall into moderate high score which are (i) adaptation, (ii) global mindedness, (iii) attitude towards immigrants, (iv) awareness of global issues, and (v) self-efficacy regarding global issues.

**Table 3c.** Overall mean score for dimension with five range of score.

Dimension	Mean	Standard deviation	Variance	Range of score (mean)
Respect for people from other cultural background	4.0298	0.70371	0.495	High
Interest in learning about other cultures	3.8727	0.82289	0.677	High
Perspective-taking	3.7495	0.65209	0.425	High
Adaptation	3.4996	0.71746	0.515	Moderate high

**Table 3d.** Overall mean score for dimension with four range of score.

Dimension	Mean	Standard deviation	Variance	Range of score (mean)
Awareness of intercultural communication	3.2611	0.60633	0.368	High
Global mindedness	3.0375	0.45849	0.210	Moderate high
Attitudes towards immigrants	2.8859	0.62562	0.391	Moderate high
Awareness of global issues	2.8162	0.50987	0.260	Moderate high
Self-efficacy regarding global issues	2.7244	0.55609	0.309	Moderate high

**Table 3e.** The interpretation of the score.

Range	Score
5 range of score	
1.0-1.8	Low
1.9-2.6	Moderate low
2.7-3.4	Moderate high
3.5-4.2	High
4.3-5.0	Very high
4 range of score	
1.00-1.75	Low
1.76-2.50	Moderate low
2.52-3.25	Moderate high
3.26-4.00	High

### **Awareness of global issues**

*Table 4a* shows graduate's level of awareness of global issues. The mean score is between 2.71 to 2.93 which is considered as moderate high as classified in *Table 4b*.

The score indicated that graduates are more aware about global health (2.93), gender equality (2.87), cause of poverty (2.82), climate change and global warming (2.80), and malnutrition issues (2.80) as compared to human migration (2.78) and international conflict (2.71).

**Table 4a.** Mean score for awareness of global issues.

Item	Score	Standard deviation	Variance
Global health (e.g. epidemics)	2.93	0.696	0.485
Gender equality	2.87	0.829	0.687
Cause of poverty	2.82	0.820	0.673
Climate change and global warming	2.80	0.789	0.623
Hunger or malnutrition in different parts of the world	2.80	0.860	0.739
Migration (movement of people)	2.78	0.742	0.551
International conflicts	2.71	0.832	0.692

**Table 4b.** Level of awareness based on mean score.

Range of score	Level of awareness
1.00-1.75	Low
1.76-2.50	Moderate low
2.51-3.25	Moderate high
3.26-4.00	High

### **Self-efficacy regarding global issues**

Table 5a shows graduate's level of self-efficacy regarding global issues. The mean score is between 2.50 to 2.86 which is considered as moderate high as classified in Table 5b. The score indicated that graduates are more competent to explain why some countries suffer more from global climate change than others (2.86) as compared to other issues such as to explain a connection between prices of textiles and working conditions in the countries of production (2.50), or how carbon-dioxide emissions affect global climate change (2.69).

**Table 5a.** Mean score for self-efficacy of global issues (self-reflection).

Item	Score	Standard deviation	Variance
Explain why some countries suffer more from global climate change than others	2.86	0.837	0.701
Discuss the consequences of economic development on the environment	2.78	0.837	0.701
Discuss the different reasons why people become refugees	2.77	0.742	0.551
Explain how economic crises in single countries affect the global economy	2.74	0.810	0.656
Explain how carbon-dioxide emissions affect global climate change	2.69	0.801	0.642
Establish a connection between prices of textile and working condition in the countries of production	2.50	0.789	0.623

**Table 5b.** Level of self-efficacy based on mean score.

Range of score	Level of self-efficacy
1.00-1.75	Low
1.76-2.50	Moderate low
2.51-3.25	Moderate high

3.26-4.00

High

### ***Perspective-taking***

*Table 6a* shows graduate's level of ability for perspective-taking. The mean score is between 2.62 to 3.90 which is considered as high as classified in *Table 6b*. The score indicated that graduates are more sensitive before criticising others (3.90), taking other person's perspective whenever they frustrated with someone (3.79), and trying to understand their friends (3.74), entrusting at both parties (3.70), and considering at everybody's side of a disagreement before deciding (3.62).

***Table 6a. Mean score for perspective-taking.***

Item	Score	Standard deviation	Variance
Imagine my feelings if I were them before criticising others	3.90	0.905	0.819
Taking other person's perspective whenever I feel frustrated with someone	3.79	0.954	0.910
Trying to understand friends better by imaging how their perception on looking at things	3.74	0.925	0.856
Entrusting at both parties for any issues	3.70	0.917	0.841
Considering at everybody's side of a disagreement	3.62	0.950	0.902

***Table 6b. Level of perspective-taking based on mean score.***

Range of score	Level of ability
1.00-1.80	Low
1.9-2.6	Moderate low
2.7-3.4	Moderate high
3.5-4.2	High
4.3-5.0	Very high

### ***Adaptation***

*Table 7a* shows graduate's level ability to adapt in day-to-day circumstances. The mean score is between 3.37 to 3.65 which is considered as moderate high to high as classified in *Table 7b*. The score indicated that graduates have higher ability to change behaviour to fulfil the needs of a new situation (3.65) and resolve problem in a difficult situation (3.55) as compared to handle unusual situation (3.37), overcome difficult interaction with people from different cultural background (3.45), adapt to new culture (3.48), and self-adapt with the different situation in stressful condition (3.49).

***Table 7a. Mean score for adaptability.***

Item/statement	Score	Standard deviation	Variance
Able to change my behaviour to fulfill the needs of a new situation	3.65	0.921	0.848
Able to solve problem in a difficult situation	3.55	0.952	0.906
Able to self-adapt with the different situation in stressful condition	3.49	0.977	0.954
Able to adapt easily to new culture	3.48	1.014	1.027
Able to overcome difficult interaction with	3.45	1.006	1.011

people from different cultural background Able to handle unusual situation	3.37	1.019	1.039
---	------	-------	-------

**Table 7b.** Level of adaptability based on mean score.

Range of score	Level of adaptability
1.00-1.80	Low
1.9-2.6	Moderate low
2.7-3.4	Moderate high
3.5-4.2	High
4.3-5.0	Very high

### **Awareness of intercultural communication**

Table 8a shows level of graduate's awareness on intercultural communication. The mean score is between 3.11 to 3.42 which is considered as moderate high to high as classified in Table 8b. The score indicated that graduates have higher awareness when choosing words for communication (3.42), explaining ideas by using concrete examples (3.32), and listening attentively on what others are saying (3.29) as compared to observe others' reaction (3.11), ensuring everyone understands each other (3.19), and finding solution towards problems (3.24).

**Table 8a.** Mean score for awareness of intercultural communication.

Item/statement	Score	Standard deviation	Variance
Choosing words carefully	3.42	1.571	2.469
Explaining ideas using concrete examples	3.32	2.471	6.107
Listening attentively on what others are saying	3.29	0.655	0.429
Explaining something carefully	3.25	0.708	0.501
Finding solution towards problems	3.24	0.749	0.560
Ensuring everyone understands each other	3.19	0.699	0.488
Discretion on observing others' reaction	3.11	0.748	0.560

**Table 8b.** Level of communication awareness based on mean score.

Range of score	Level of awareness
1.00-1.75	Low
1.76-2.50	Moderate low
2.51-3.25	Moderate high
3.26-4.00	High

### **Interest on learning about other cultures**

Table 9a shows level of graduate's interest in learning other cultures. The mean score is between 3.76 to 3.98 which is considered as high as classified in Table 9b. The score indicated that graduates are more interested to learn about traditions (3.98) and cultures (3.94) of other countries as compared to learn about lives at other country (3.81) or to learn other religion of the word (3.76).

**Table 9a.** Mean score for interest in learning about other culture.

Item/statement	Score	Standard deviation	Variance
Interested in finding out other traditions/cultures	3.98	0.893	0.797
Interested in how various cultures see the world	3.94	0.939	0.882
Desire to learn about lives at other country	3.81	1.075	1.155



Desire to learn other religions of the world	3.76	0.982	0.965
--	------	-------	-------

**Table 9b.** Level of interest in learning other culture based mean score.

Range of score	Level of interest
1.00-1.80	Low
1.9-2.6	Moderate low
2.7-3.4	Moderate high
3.5-4.2	High
4.3-5.0	Very high

### **Respect for people from other cultural backgrounds**

Table 10a shows graduates level of respect for other cultural backgrounds. The mean score is between 4.00 to 4.06 which is considered as high as classified in Table 10b. The score indicated that graduates are highly respect the values (4.06) and opinion (4.05) of people from different cultures as compared to more interested to learn about traditions (3.98) and cultures (3.94) of other countries as compared to give space to people from other cultures to express themselves (4.00), treating everyone equally regardless of their cultural background (4.02) and other people from different cultural background (4.02).

**Table 10a.** Mean score for respecting other people from other cultural background.

Item/statement	Score	Standard deviation	Variance
Respect the values of people from different cultures	4.06	0.832	0.693
Value the opinions of people from different cultures	4.05	0.833	0.780
Respecting people from other cultural background	4.02	0.944	0.891
Treating everyone equally regardless of their cultural	4.02	0.871	0.758
Give space to other cultures to express themselves	4.00	0.850	0.722

**Table 10b.** Level of respect based on mean score.

Range of score	Level of interest
1.00-1.80	Low
1.9-2.6	Moderate low
2.7-3.4	Moderate high
3.5-4.2	High
4.3-5.0	Very high

### **Global mindedness**

Table 11a shows graduates level of global mindedness. The mean score is between 2.83 to 3.11 which is considered as moderate high as classified in Table 11b. The score indicated that high level of graduates thinking about poor people (3.17), boycotting irresponsible companies (3.11), looking after global environment (3.11), and to be global citizen (3.04). The lower score is to think about their behaviour that can impact people in other countries (2.96) and the ability to do something about the problem of the world (2.83).

**Table 11a.** Mean score for graduate's global mindedness.

Item/statement	Score	Standard deviation	Variance
Feel responsible about poor people	3.17	0.629	0.396
Feel right to boycott companies that are know to provide poor workplace conditions for their employees	3.12	0.789	0.622
Looking after the global environment is important to me	3.11	0.683	0.466
Thinking of myself as a global citizen	3.04	0.745	0.555
Thinking as my behaviour can impact other countries	2.96	0.737	0.543
Able to do something about the problem of the world	2.83	0.770	0.593

**Table 11b.** Level of graduate global mindness based on mean score.

Range of score	Level of global mindedness
1.00-1.75	Low
1.76-2.50	Moderate low
2.51-3.25	Moderate high
3.26-4.00	High

### **Attitudes towards immigrants**

Table 12a shows graduates level of graduates' attitude towards immigrants. The mean score is between 2.81 to 3.03 which is considered as moderate high as classified in Table 12b. The score indicated that graduates are more open to accept that immigrant children should have the same opportunities for education (3.03) and the opportunity to continue their own customs and lifestyle (2.89) as compared to voting (2.81) and have all the same rights that everyone else in the country (2.81).

**Table 12a.** Mean score for graduates' attitude towards immigrants.

Item/statement	Score	Standard deviation	Variance
Immigrant children should have the same opportunities for education that other children in the country have	3.03	0.852	0.725
Immigrants should have the opportunity to continue thdir own customs and lifestyle	2.89	0.769	0.592
Immigrants who live in a country for several years should have the opportunity to vote in elections	2.81	0.833	0.694
Immigrants should have all the same rights that everyone else in the country has	2.81	0.880	0.775

**Table 12b.** Level of graduate's openness about immigrants based on mean score.

Range of score	Level of global mindedness
1.00-1.75	Low
1.76-2.50	Moderate low
2.51-3.25	Moderate high
3.26-4.00	High

The result from this study gives an opportunity to the university to relate the finding to several independent variables related to the background of the respondents such as their age, qualification, type of program, their involvements in volunteering activities and in campus activities including the achievements of learning outcomes of academic program offered at the faculties. Generally, there are four dimensions recorded with high mean score which are (i) respect for people from other cultural backgrounds, (ii) interest in learning about other cultures, (iii) perspective-taking, and (iv) awareness of intercultural communication. The other five dimensions fall into moderate high score which are (i) adaptation, (ii) global mindedness, (iii) attitude towards immigrants, (iv) awareness of global issues, and (v) self-efficacy regarding global issues. The high score for the student's level of mastery of universal values in this study is not surprising. Education at the university is said to have managed to provide theoretical knowledge and excellent professional competence. This is demonstrated by the ability of university graduates to pursue careers in multinational companies and across the borders of the country and culture of origin as reported in the university alumni profiles.

Every semester the faculty organized an in-bound and out-bound program for the students especially to neighbouring countries such Indonesia, Thailand, and Brunei. In addition, the similar program extended to several countries in Middle East and Africa involving the academic staffs either for academic related activities or for promotional activities. All these activities documented in the university website and frequently highlighted in students and staffs' meetings and assembly for discussion and self-enrichment of students and academic staffs. At the same time, the University for several years intensively recruiting a large number of international students from China and their presence in big group at the university gives an instant impact both to the students including the academic staff and administrator across the university. Indirectly this development provides the platform for promoting universal values to the students. Previous study recently at the same institution by Nazir et al. (2023) shows the learning experience of international students is quite good. High scores are given to the roles of faculty and academics as well as opportunities to build professional networks. Moderate score is given to general services, co-curricular facilities, engagement with local students, and institutional identity character.

Among the proposals to promote universal values among students at the university is to encourage campus activities that lead to the development of a domain of behavioural and socio-emotional learning based on global citizenship education (GCED), including GCED as a key component of the curriculum in the faculty of education for pre-service training to enable teachers to inculcate GCED elements in a variety of subjects, and focus on hands-on experiential and learning activities. The highlight is to encourage international exchanges and programs so that students and academic staff can experience a multicultural environment and people with diverse backgrounds. In addition, the activities carried out should be aimed at stimulating critical thinking, including media and information literacy among students to create responsible digital citizens, as well as to implement GCED objectives in assessment to enable students to demonstrate critical and creative thinking and problem-solving skills. Assessment should ensure that students can work with colleagues from different fields and cultures and achieve learning outcomes without any prejudice or misunderstanding.

## Conclusion

Students at state private universities are skilled in practicing universal values. This is demonstrated by the high score recorded for all nine dimensions of universal skills which are awareness of global issues, self-efficacy regarding global issues, perspective-taking, adaptability, awareness of intercultural communication, interest in learning about other cultures, respect for people from other cultural backgrounds, global mindedness, and attitudes towards immigrants. Higher education institutions especially in the private sector are urged to be more aggressive in implementing internationalization programmes such as curriculum enrichment, cross-border research, and sponsorship, recruiting students and international academic staff and so on.

## Acknowledgement

Data collection was assisted by a group of Bachelor of Education (Hons) (Early Childhood Education) (K39) and Bachelor of Education (Hons) (Islamic Studies) (K23A & K25B) students who attended Global and International Education coursework in November 2022 semester at the Faculty of Education and Social Sciences, Universiti Selangor (UNISEL).

## Conflict of interest

This study has given due consideration to the issue of conflicts of interest between the parties involved. The research group did not receive any remuneration or was in a position deemed to have an interest in the results of the study. The original objective of this study was to provide exposure related to international education to a group of students. The involvement of students is supervised by lecturers (researchers) and given marks based on the scoring structure set by the academic committee at the study institution. The findings of the study have been discussed with students for the purpose of achieving learning outcomes. The involvement of the respondents i.e. international students is voluntary. None of the parties involved in this study received financial or similar benefits that were not declared at any time before, during and after this study was conducted. The findings of the study were reauthored by the researcher to be published for academic purpose (for future learning) and are not used by any department in the research institution for promotional purposes etc.

## REFERENCES

- [1] Abdullahi, S.A. (2014): Global Education. – In Second international handbook on globalisation, education and policy research. – Dordrecht: Springer Netherlands 13p.
- [2] Altun, M. (2017): What global education should focus on. – International Journal of Social Sciences & Educational Studies 4(1): 82-86.
- [3] Barbera, J., Naibert, N., Komperda, R., Pentecost, T.C. (2020): Clarity on Cronbach's alpha use. – Journal of Chemical Education 98(2): 257-258.
- [4] Bista, K., Saleh, A. (2014): Assessing the need for graduate global education programs in the United States. – Journal of International & Global Studies 5(2): 19-39.
- [5] Chyung, S.Y., Roberts, K., Swanson, I., Hankinson, A. (2017): Evidence-based survey design: The use of a midpoint on the Likert scale. – Performance Improvement 56(10): 15-23.

- [6] Kotian, H., Varghese, A.L., Motappa, R. (2022): An R Function for Cronbach's Alpha Analysis: A Case-Based Approach. – National Journal of Community Medicine 13(08): 571-575.
- [7] Leicht, A., Heiss, J., Byun, W.J. (2018): cIssues and trends in education for sustainable development. – UNESCO Publishing 5: 271p.
- [8] McLennan, M. (2022): The Global Risks Report 2022 17th Edition. – World Economic Forum 117p.
- [9] Nazir, N.M., Shukri, N.Z.M., Chear, S.L.S., Pasmawati, Y. (2023): Pengalaman Pembelajaran Pelajar Antarabangsa di Universiti Swasta Negeri. – Quantum Journal of Social Sciences and Humanities 4(2): 82-92.
- [10] Organisation for Economic Co-operation and Development (OECD) (2018): The future of education and skills: education 2030. – In OECD Education Working Papers 23p.
- [11] Pimentel, J.L. (2010): A note on the usage of Likert Scaling for research data analysis. – USM R&D Journal 18(2): 109-112.
- [12] Rahmadi, H., Se, A. (2018): The importance of building global competencies in preparing university students to be 21st century leaders: A case study approach of an international university in Jakarta. European Journal of Research and Reflection in Educational Sciences 6(1): 62-75.
- [13] Ramos, G., Schleicher, A. (2018): The OECD PISA Global Competence Framework: Preparing our Youth for an Inclusive and Sustainable World. – In Organization for Economic Co-Operation and Development (OECD) 33p.
- [14] Singh, A. (2021): An Introduction to Experimental and Exploratory Research. – SSRN Electronic Journal 7p.
- [15] Taber, K.S. (2018): The use of Cronbach's alpha when developing and reporting research instruments in science education. – Research in Science Education 48: 1273-1296.
- [16] Ursachi, G., Horodnic, I.A., Zait, A. (2015): How reliable are measurement scales? External factors with indirect influence on reliability estimators. – Procedia Economics and Finance 20(15): 679-686.
- [17] Youth Forum Jeunesse (2008): Policy Paper on Global Education: a global vision on education-an education for global citizenship. – Council of Europe 12p.