

**GLOBAL AWARENESS OF UNDERGRADUATES
IN PRIVATE HIGHER EDUCATIONAL
INSTITUTIONS IN MALAYSIA**

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Declaration

I declare that this thesis is the product of my own work, which has not, whether in the same or different form, been presented to this or any other university in support of an application for any degree other than that of which I am now a candidate.

R. Subashni

SIGNED

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Dedication

To my family, my guiding light.

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Abstract

The purpose of this study is to investigate global awareness (GA) among undergraduates in private higher educational institutions (PHEIs) in Malaysia. This mixed-methods study examines GA among undergraduates in PHEIs, compares GA between the local and international undergraduates, identifies their source of GA and finally, assesses their perspectives on the inclusion of GA in the higher education curriculum. Using surveys and focus groups interviews, the study finds low GA amongst the students participating in the study, that their main sources of GA are from outside their PHEIs, and that both local and international undergraduates support the inclusion of GA in the curriculum.

Participants in this study were final-year undergraduates at two PHEIs. The survey developed for the quantitative element of the study was adapted from Czarra's (2003) GA Checklist, and data from 378 participants were collected. Correlation and regressive analysis using Pearson and Spearman correlational methods were used to analyse the quantitative data. The qualitative study was conducted after receiving all the responses for the questionnaire. The qualitative element of the study were eight focus-groups each consisting of seven to eight participants, with a total of 29 participants. The focus-group interviews were conducted after receiving all the responses for the questionnaire and the participants were selected from those who gave their written consent in the questionnaire. Coding and thematic analysis were used to analyse the qualitative data.

The data showed that the undergraduates lacked GA and wished that the higher education curriculum would provide more opportunities for them to increase their GA. The findings of the quantitative study revealed that there is a positive relationship between GA and age, but that there is little significance in the case of GA and nationality. A positive correlation was also identified between 'skills'

and 'participation', but no relationship was identified between 'knowledge' and 'participation' or between 'knowledge' and 'skills' with respect to GA. As for the ranking of the sources that raised GA, both local and international undergraduates identified the same sources: self-reading, peer interaction and the situation in their home country were reported as the top three sources of GA among undergraduates. The findings of the qualitative study suggest that GA should be included in the curriculum. The thematic analysis identified knowledge, skills, and attitudes, as well as sub-themes such as culture, critical thinking, self-cultivation, respect, and openness, as critical areas of GA. While international undergraduates perceive that their GA is higher than that of their local peers, both groups of undergraduates want GA to be included in the curriculum.

Recommendations for PHEIs regarding GA among undergraduates were then developed based on the relevant literature and findings of this study. Some of the recommendations include replacing the current General Studies or Matapelajaran Pengajian Umum (MPU) course with a course that includes GA elements, employing global-minded lecturers, conducting more globally-oriented student activities and forming a committee within the Ministry of Higher Education to explore the possibility of GA as a compulsory course in the higher education curriculum. Recommendations for future research include exploring GA among academic staff which includes recruitment and training, assessing GA of undergraduates in public universities, conducting a comparative study of GA between the private and public higher educational institutions, and designing the curriculum for a GA course that can be used by higher educational institutions.

Keywords: Global awareness (GA), Private Higher Educational Institutions (PHEIs), Higher education curriculum, International undergraduates, Malaysian undergraduates, Mixed-methods research

Chapter 1

Introduction

1.1 Introduction to the Research

The aim of this study is to first investigate global awareness (GA) among undergraduates in Malaysian private higher education institutions (PHEIs), then to identify the sources of GA among undergraduates, and finally to assess undergraduates' perspectives on the inclusion of GA in the higher education curriculum. The primary goal of this research is to investigate GA among Malaysian and international undergraduates, and to make recommendations for GA inclusion in the higher education curriculum. This study's participants are final-year degree students from two PHEIs in Negeri Sembilan, and the issues raised by this study stem from gaps in the research and knowledge in the field of GA among Malaysian undergraduates, particularly those in private higher education institutions (PHEIs). Despite the fact that similar studies have been conducted, this is a relatively new area of research, particularly among undergraduates in PHEIs in Malaysia. The findings of this study present the current GA scenario among Malaysians and international undergraduates in PHEIs, and the recommendations suggest a way forward for PHEIs to foster GA on campus and to include GA in their curriculum.

As claimed in the OECD Report (2018), one of the challenges of developing global awareness (GA) and its competencies is that it is fairly broad in scope. That being said, in order to fully understand the concept of GA, descriptions of GA by previous researchers were referred to in this study. Since the focus of this research is on undergraduates, it is critical to emphasise that in order to be better prepared for a career in today's global economy, undergraduates must develop an interest in and knowledge of GA, as well as its broad scope (Fox & Hundley, 2011). In light of all of the above, this study sets out to investigate GA among undergraduates at PHEIs.

This study will start by stating some of the definitions of GA used recurrently in this study and in the context of the research. Some earlier studies (OECD, 2018;

Deardorff, 2012; Myers, 2015; Guo, 2014; Doscher, 2012) have demonstrated that the definition of GA can be contested or is constrained across a range of national contexts. These studies were carried out in order to determine what GA is and what constitutes GA. There have been significant advances in the research on the existence of various GA definitions and the attainment of GA. These distinctions can be seen in the various descriptions of GA provided by various researchers. A recent study by (2020) describe GA as a notion of global and cultural perspectives which are essential aspects to strengthen the role of citizenship education in the higher education curriculum. Yet another research by Nadeem, Mohammed and Dalib (2020) classifies GA as the notion of intercultural communication competence (IMICC). Global Awareness Rubrics (2017), on the other hand, describes GA as a concept that incorporates attitudes, knowledge, and skills necessary for a person to compete and navigate challenges and opportunities in a globalised world. GA is undoubtedly an awareness that is not limited to environmental, social, cultural, political, and economic relationships, but has a global impact. In the current study, GA is a concept that is based on an understanding of global issues, global connections, and cultural perspectives.

Doscher (2012) conducted a survey on university students' knowledge, skills, attitudes and experiences to assess their GA. In his study, he developed rubrics to measure undergraduates' global awareness and global perspectives. Doscher found that there was a lack of instruments designed to measure global awareness and global perspectives. His study found three GA themes: (a) cultural awareness, valuing, and understanding, (b) exposure to other cultures, and (c) self-awareness of one's own culture. In another study by Bronstein and Jones (2014), global themes such as poverty, peacebuilding, a sustainable earth, and global citizenship were explored when trying to define and understand GA. Following this, Guo (2014) conducted a three-year study examining teacher experiences and areas of GA that can be included when defining GA. Konak's (2017) research was primarily concerned with college students' interest toward GA, and the research subsequently unveiled the factors that affected students' interest in GA. In a similar study, Stack (2017) stressed the need for an increased global awareness in our children, as having GA means being caring and

compassionate citizens who have a profound and deep respect for humanity at all levels now and in the future. Hence, these studies indicate the existence of a variety of definitions of and ways of understanding GA.

Although several studies focusing on GA have been conducted in the past, they differ from the current study in several aspects, such as the selection of participants from among the various university stakeholders, the geographical location of the study, the focus of the themes explored in the study, and the fact that studies have been conducted in public universities but not in private universities. In the current study, GA among undergraduates is assessed based on knowledge, skills and participation of undergraduates in global issues, global cultures and global connections. Investigating GA among Malaysian undergraduates in PHEIs is a new area of educational research.

To recap, this study investigates GA among undergraduates in two PHEIs, as well as undergraduates' perspectives on the potential of GA in higher education. This study also has the added benefit of responding to the need for increased GA, particularly at a time when educational interventions are urgently needed to increase global citizens' awareness and preparedness, for example to combat the global threat of COVID-19. The findings of this study will highlight undergraduates' GA as well as the growing need for undergraduates to improve their global awareness.

This chapter provides an overview of the entire thesis, which includes the background of the study, the purpose of the study, research aims and research objectives. This chapter also presents other aspects of the study such as its scope, limitations and delimitations, and finally an overview of the organisation of the thesis.

1.2 Background of the Study

This study employs the term global awareness (GA), which effectively addresses diversity, learning about other cultures, and understanding one's place in the world; all of which are crucial twenty-first-century skill sets (Partnership for 21st

century Skills, 2004) . This study also takes into account the various terminologies and descriptions of GA used by various researchers. The GA of undergraduates is examined in this study from three critical perspectives: knowledge, skills, and participation. The evaluation of these perspectives is based on how participants examine, comprehend, and engage with global issues, cultures, and connections.

The Global Awareness Checklist developed by Czarra (2003) was adapted for this study to investigate GA among undergraduates in Malaysian PHEIs. The Global Awareness Checklist by Czarra (2003) is based on the premise that GA can be divided into three major themes: global issues, global culture, and global connections. These major themes are investigated from three critical points of view: knowledge, skills, and participation. GA seeks to equip students with the knowledge, skills, values, and attitudes necessary to contribute to a more inclusive, just, and peaceful world. GA takes a lifelong learning approach that begins in early childhood and continues through all levels of education and into adulthood, requiring both "formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation." (65 UNESCO, Education Strategy 2014–2021, p.46.6. UNESCO (2014).

Operational definition of GA

As we prepare students for the challenges of the 21st century, it is pertinent that the undergraduates develop GA. In this study, the operational definition of GA refers to three critical perspectives as follows:

- i. **Knowledge** : Undergraduates' knowledge of global issues, global connections and cultures. Knowledge refers to theories and concepts related to global issues that was gained as an undergraduate, either formally or informally.
- ii. **Skills**: Undergraduates' skills applied to understand and appreciate global issues, global connections and cultures. Skills include cognitive abilities such as problem solving and decision making, as well as personal characteristics such as people skills and emotional

intelligence that allow undergraduates to interact effectively and harmoniously.

- iii. **Participation** : Participation of undergraduates in open, appropriate, and effective interactions with global issues, global connections, and cultures. Participation refers to the act of joining others in doing something meaningful, expressing their views on global issues, making decisions, and, if possible, achieving positive change.

1.2.1 What is Global Awareness (GA)?

The term GA, as defined in the Global Education Guidelines by Council of Europe (2010), is an awareness which will facilitate a person to comprehend, recognise and adapt to global realities. GA is viewed as a way of helping students to examine their views and perceptions of the world (Department for International Development UK Aid, 2004). Uzoechina, Oguegbu, Akachukwu, and Nwasoe, (2015) claim that such awareness is critical as it awakens your mind to your environment and ultimately makes you aware of your surroundings. He further stresses that global awareness is essential to build and foster greater understanding between race, culture, religion, politics and geography.

However, GA is only one of a wide array of terminologies used to refer to similar elements. For example, in the PISA 2018 Global Competence Tests described in OECD (2018), the term ‘global competence’ is used to assess students' understanding and appreciation of other people's perspectives and world views. In this regard, the term global competence is very similar to the concept of GA, which is the focus of this study. The PISA 2018 Global Competence Tests define global competence as the ability to discuss local, regional, and intercultural problems, consider and respect others' viewpoints and world views; participate in open, relevant, and meaningful interactions with people from different cultures; and work for mutual wellbeing and sustainable growth. As previously stated, the concept of global competence, which is similar to GA, will continue to grow in importance as a growing number of people from various cultures

migrate around the world. Although GA varies depending on knowledge, culture, and context, it is recognised as a critical 21st-century skill (Hamilton, 2018), as it enables undergraduates to understand diversity and recognise their role in today's world.

In Great Britain, in the 1970s and 1980s, the term used to describe the fields of education and awareness on worldwide topics, activities, and views was Global Awareness Education or GAE (Tichnor-Wagner, 2016). GAE was also referred to in the United Kingdom as World Studies. Global Education in the UK has its origins in the world studies movement (Holden, 2000). Today, GA is an integral part of the formal education system in schools in the UK and it is designed to address global knowledge gaps (Tichnor-Wagner, 2016).

This section provided a brief overview of GA. Section 2.2 in Chapter 2 will present a more in-depth discussion on GA, and GA in higher education.

1.2.2 Why is GA Important?

According to the OECD, education is critical in the development of GA (OECD, 2020). One of the benefits of GA is that it allows young people to learn about global developments that are important to the world and to their lives, as well as providing learners with the tools they need to access and analyze a wide range of global practices. In short, GA prepares undergraduates for future workforce participation by increasing their ability to make significant contributions to a global community. According to Burnouf (2004), GA is critical for undergraduates who will be future employees because it develops cross-cultural skills and attitudes that will help them become successful employees. Burnouf further asserts that in our rapidly changing society, there is an urgent need to address and incorporate GA into the curriculum. Students will be able to examine the world from various perspectives as a result of GA, and they will become aware of the complex interrelationships that characterise it (OECD, 2018).

It has been suggested that GA entails a number of skills that are essential in today's workplace. Crawford and Kirby (2008), for example, argued that not only

technical fluency, strong communication skills, teamwork, management, problem-solving, and innovation are required in the workplace; he concluded that the most critical skill, to become an employee of "knowledge value" in the future, is adequate GA. Many business leaders in the UK consider knowledge and awareness of the wider world to be important skills. They consider cultural awareness and knowledge of global issues to be necessities that should be explicitly valued (Sutcliffe, 2012). When working with people from different cultural backgrounds, or conducting business with them, it is beneficial to learn about their practices, values, and beliefs.

One example of the success of the GA programme in the UK is noted by the British Council, whereby, more than 100,000 pupils have benefitted from a GA programme connecting UK classrooms to over 30 countries around the world (British Council, 2015). 'Connecting Classrooms' as the GA programme was called, was conducted from June 2012 to June 2015, and concentrated on raising global awareness among young individuals in the world through cross-cultural learning. These programs helped young people develop their understanding, abilities, and values in a globalised world, which aided societal growth.

GA allows young people to be compassionate citizens and effective leaders (Noddings, 2005 & 2011), and increasing GA in PHEIs would prepare learners to become competent, responsible, and humane citizens of their community. From the standpoint of education, the importance of GA is that it develops students' skills and attitudes that will enable them to take responsibility for themselves and the world in which they live, and to become active global citizens (Burnouf, 2004). In his research paper on the importance of GA education, Ghemawat (2007) states that because social networks cross and transcend boundaries, global awareness is an important factor for all young people to have. Several international institutions have also already incorporated global awareness into their curricula (Henard, Diamond & Roseveare, 2012), as it is viewed as a means of improving international relations.

In her study, Burnouf (2004) asserted that in order to produce learners who can deal with changes in the twenty-first century, we must address globalisation

issues and educate young people today to be globally aware. Kirkwood (2001) claims that as students become increasingly exposed to and confronted with global issues, there is indeed a requirement for the education to focus on GA. Owing to this, there is definitely an urgent need for undergraduates with differing worldviews to understand and function effectively, hence the importance of GA in our lives. Lee (2006) argues that as far as its impact is concerned, globalisation affects society via education, job opportunities, human rights, labour rights and environmental consequences. Given the inevitability of globalisation, a GA curriculum requiring learners to be knowledgeable in a variety of fields is critical. Mutual respect, cultural-diversity recognition, and increased participation in global issues through conflict management and resolution practices are some of the areas of GA (Merryfield, 2004). These are the factors that are making GA increasingly important for undergraduates.

The United Nations Education, Scientific and Cultural Organisation, UNESCO, (2004) refers to GA education as “the defense of peace”. Therefore, an education that includes pertinent elements of GA in young individuals, opens the door to peaceful coexistence between individuals. All this makes us aware that GA is essential in promoting peace in the inter-connected world that we live in.

The need for an educational course that can generate knowledgeable, skilled and skilled learners in their fields of specialisation is evident, but at the same time it must be acknowledged that higher education should go beyond simply "cultivating the intellect" (Chickering, 1993). Chickering further explains that the aim of education would then include promoting values, building of personality and social development. In short, promoting values, enhancing social development, and building cultural relations are important aspects of GA that can be evident in the higher education curriculum.

Given the projection that a rise in global population growth will bring figures to 9.8 billion by 2050, the 21st century is becoming more divided than ever (United Nations, 2019), and thus a rise in GA should be a necessity among the generation of young people who need to be conscious of worldwide problems and who care enough about global issues.

1.3 Purpose of this Study

As there seems to be very little knowledge about undergraduates' GA, especially in PHEIs, the exploration of GA among undergraduates is a critical aspect of this study. The primary goal of this research is to determine undergraduates' GA in PHEIs by addressing three critical perspectives: knowledge, skills, and participation. These perspectives are then evaluated, based on how participants examine, comprehend, and engage with global issues, cultures, and connections.

This study is also crucial in investigating the distinct roles that education plays in raising GA. Learning in the twenty-first century requires students to have numerous competencies (Hamilton, 2018; Gao & Hite, 2018). One of the competencies that is the focus in this study is GA. The concept of GA in this study is similar to OECD's (2018) concept of global competence. OECD's approach to measuring this concept of global competence can be seen as similar to the concept of raising GA. Both, GA and global competence are about learning to participate in interconnected, complex and diverse societies, which is no longer a luxury, but rather an urgent necessity (OECD, 2018).

An important reference for this study is PISA's 2018 assessment of global competence (OECD, 2018). The framework on global competence is a valuable resource for educators working to develop GA in youth worldwide.

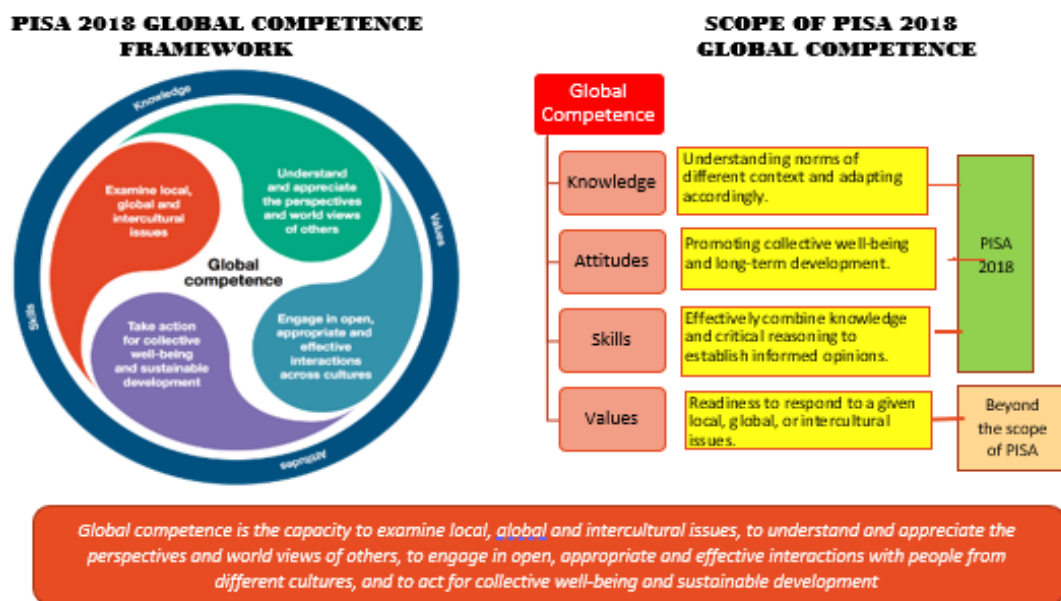
An important aspect that contributes to the study's purpose is that undergraduates, who are potential leaders, should be knowledgeable about global and cultural affairs, which is a valuable skill to have, in addition to academic knowledge. Individuals who are globally aware can investigate local, global, and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others (OECD, 2018).

A comparison between global competence and global awareness as used in this study can be seen from its dimension, elements involved and definitions.

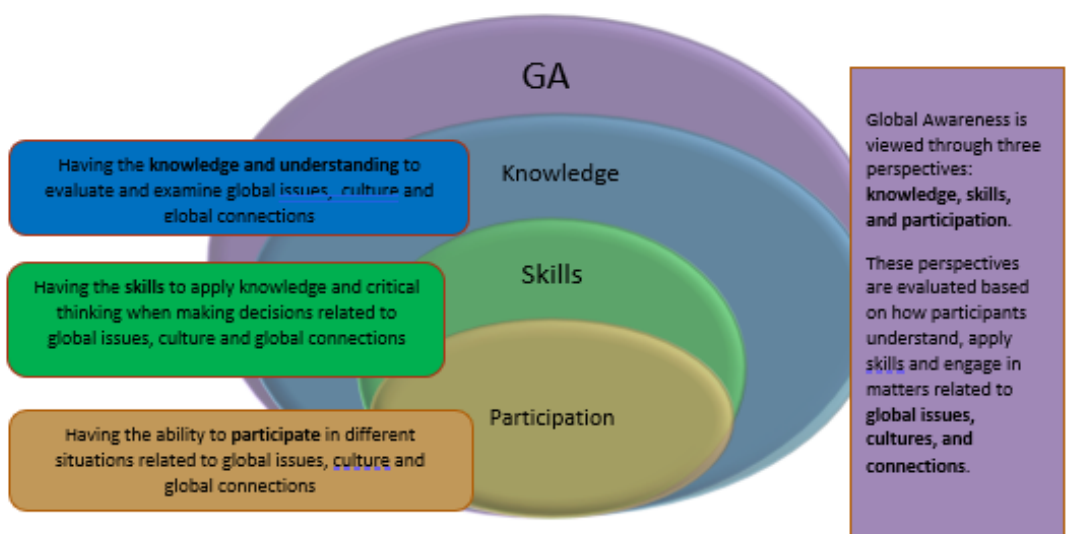
	GLOBAL COMPETENCE (OECD 2018)	GLOBAL AWARENESS IN THIS STUDY
Dimension	✓ a multi-dimensional construct that requires a combination of knowledge, skills, attitudes and values	✓ constructed from three perspectives: Knowledge, Skills and Participation
Elements involved	✓ To be applied to global issues or intercultural situations.	✓ To be applied to global issues, global connections and global cultures
Definition of the elements	<ul style="list-style-type: none"> ✓ Global issues refer to issues affecting people, with deep implications for current and future generations. ✓ Intercultural situations refer to face-to-face, virtual or mediated encounters with people who are perceived to be from a different cultural background. 	<ul style="list-style-type: none"> ✓ Global Issues refer to any issues affecting the undergraduates currently. ✓ Global connections refers to the gathering of a diverse group of people , where each member has the opportunity to express their views, make decisions and act collaboratively towards positive change. ✓ Culture refers to exposure to any culture other than undergraduates' own.

Figure 1.1 further describes the dimensions of the global competence framework (OECD, 2018), which can be compared to the three different elements (Global Issues, Culture, and Global Connections) from three different perspectives (Knowledge, Skills, and Participation) used in the current study.

Figure 1.1: The Dimensions of the Global Competence Framework (PISA, 2018) and the GA Framework of the Current Study
 Source: OECD (2018)



GA FRAMEWORK OF THE CURRENT STUDY



This study assesses GA among undergraduates from the following perspectives:

- i) Undergraduates' knowledge of global issues, cultures, and global connections;
- ii) Undergraduates' skills in understanding global issues, cultures, and global connections; and
- iii) Undergraduates' participation or engagement in global issues, culture, and global connections.

When designing the research instruments for this study, the three perspectives depicted in the current study's framework, which are knowledge, skills, and

participation, were taken into account. The purpose of this study is also to determine whether GA can be a valuable resource for students as a result of the dimensions in the PISA 2018 Global Competence Framework, with regards to the three perspectives of the current study.

Other purposes of this study also include the discovery of research gaps and the researcher's personal motivation, both of which will be discussed in the following sub-sections.

1.3.1 Research Gap

The purpose of this study is also to fill the research gaps related to studies on GA in Malaysia. From the research perspective, there has been some research reported in the field of GA in Malaysia, however, these differed from the current study in terms of the concept of GA, the scope of study, the target population, the research instrument as well as the findings. Many previous studies in Malaysia focused on multiculturalism and the development of national identity. In the field of GA, there was a dearth of research. GA in this study has a broader scope because it includes global cultures and identities.

Past research includes Noor & Leong (2013); Kaur, Hashim & Noman (2017), and Yusof and Zeiny (2017) whose research areas was on multiculturalism within the Malaysian context. The research gaps indicate that these studies focused on awareness of multiculturalism within Malaysia rather than assessing GA on a global scale. In short, these studies and their findings were limited to Malaysia's three major cultures: Malay, Chinese, and Indian. As a result, the scant data available show that these studies differ from the current study because there has been very little research in the field of GA in the Malaysian education system, and even less in PHEIs. This study looks at cultural awareness on a global scale, whereas previous research only looked at multiculturalism in the Malaysian context.

One of the aspirations of GA is to raise multicultural awareness among undergraduates (Dharma, 2020). Malaysia is one of the most multicultural countries in Southeast Asia, with three major ethnic groups: Malay, Chinese, and Indian (Azlan, Kee, & Abdullah 2018). As a result, many previous Malaysian studies focused on Malaysia's history and development, as well as its connections to ethnic relations and nation building (Yusof, 2018; Ibrahim 2011; Baharuddin, 2006). In the Malaysian context, the main purpose of managing multiculturalism in Malaysia is to maintain national integration in which all of these different cultural communities can coexist while retaining their own unique identities. According to Ibrahim (2011), the long history of negotiation between the Malaysian government and ethnic groups in the country has provided the context and unique characteristics of Malaysian multiculturalism. There are substantial benefits to living in a multicultural society like Malaysia. There is a research gap since previous research on multiculturalism concentrated on Malaysian multicultural society as represented by the three major ethnic groups: Malays, Chinese, and Indians. Furthermore, there are shared values and skills for multicultural competency and good citizenship that can be applied to the global context (Embong, 2002). Owing to this, the current study fills the research gap as there is no study on developing awareness of multiculturalism in Malaysia other than the original Malaysian cultures. Globalisation has resulted in widespread movement of global citizens, particularly in higher education. Additionally, the influx of foreign students necessitates an examination of GA that includes awareness of cultures other than Malaysian cultures. Thus, one of the elements of GA investigated in the current study is the awareness of Malaysian PHEIs undergraduates of world cultures, which has not previously been studied.

Another recent and interesting study by Nadeem, Mohammed and Dalib (2020) addressed the importance of intercultural communication competence, particularly for those who frequently interact with culturally diverse groups of people. However, unlike the current study which focuses on undergraduates in PHEIs, Nadeem, Mohammed and Dalib's (2020) study collected data for international students from public universities. Yusof and Zeiny (2017) investigated how culture can aid in the reconstruction of a multicultural society

and focuses on Malaysia's plan to create a national identity. Their study asserts that this will remain a myth as long as one ethnicity and its values are valued more than other ethnicities. Furthermore, as opposed to the current study that includes global culture when referring to raising GA, her study looks into multicultural identity within the Malaysian context only. Similarly, Kaur, Hashim & Noman (2017) also focus on cultural diversity, unlike the current study that aims to assess GA from other perspectives, such as global issues and global connections. Zakaria, Awang and Adam (2019) conducted a study on global competence on a group of Malaysian teacher trainees, and the findings showed that their global knowledge was high but moderate in the acceptance of cultural diversity. However, the findings of the current study defer from Zakaria, Awang and Adam's (2019) study as the current study shows low GA among local and internationals undergraduates.

Apart from GA being an important skill that every undergraduate requires, it is also unavoidable given the growing number of international students in Malaysian PHEIs. With this increase in numbers, there is a research gap concerning GA among undergraduates in PHEIs, as well as any type of research comparing GA between Malaysian and international students studying in Malaysian PHEIs. In September 2019, a total of 92,415 foreign students were enrolled in PHEIs in Malaysia, compared with 39,099 in public universities, according to the Education Ministry's portal (MOHE, 2019). The growing number of international students in Malaysia, particularly at PHEIs, contributes not only to the country's economic growth but also to academic and social cultural settings. However, past research by Ramanathan, Thambiah and Raman (2012), Nursana (2011) and Yusof and Zeiny (2017) recognised the importance of learning cultural awareness due to multiculturalism in Malaysia. The issues highlighted by these researchers are primarily focused on creating the national identity. As a result, they do not address the issue of GA or the urgent need to raise GA. It is worth noting that these studies were conducted solely to address multiculturalism in Malaysia among Malaysians and its impact on Malaysian society. As a result, previous studies were not directed at international students or multiculturalism outside of Malaysia, which is one of the current study's goals.

Due to the excellent facilities and high standards provided by higher institutions, Malaysian higher education has become one of the fastest growing in Asia, ranking 12th globally as a preferred destination for international students (Singh, 2016). In the last ten years, Malaysia's higher education network has expanded substantially in terms of student enrollment and global recognition, to become a top choice for students (Malaysian Education Blueprint, 2015). Malaysia currently has 170,000 international students from 162 different countries. By 2025, the Malaysian government hopes to have 250,000 international students (Rasfan, 2022). Despite having an influx of foreigners in Malaysia, there was a lack of research done in Malaysia to gauge the extent of GA among Malaysians or international undergraduates in Malaysia. The available studies also did not explicitly discuss GA among undergraduates in PHEIs. Yusof and Noor's (2019) study on knowledge, skills and attitudes of Malaysian students relating to global citizenship education, implied that it is definitely important to equip students to understand global issues and become global citizens. The findings of Yusof and Noor's (2019) study, which involved 155 first semester students at a public university in Malaysia, showed that knowledge, skills and attitudes of students towards global citizenship is at a moderate or lower than moderate. Yusof and Noor's (2019) study is clearly distinct from the current study because the respondents only included first-year Malaysian students enrolled in public universities, as opposed to the current study, which focused on final-year undergraduates enrolled in PHEIs. Furthermore, unlike the current study, which used a mixed-methods approach, this study was solely a quantitative study. As a result, there has been limited research on GA among undergraduates in Malaysian PHEIs, as well as on the differences in GA between local and international undergraduates, which is the focus of the current study.

Giridharan and Ling (2019), conducted an empirical study in Australia and on transnational campuses in Malaysia. The aim of this study was to identify the current transnational educational practices that equip students to operate beyond national boundaries and prepare students for a globalised environment. Giridharan and Ling's (2019) study, however, defers from the current study as it does not assess GA of the undergraduates within Malaysia but addresses the

potential of transnational education to prepare students for a globalised world. Other research on international students includes Malakolunthu and Selan (2011), and Migin, Falahat, Yajib and Khatibi (2015). Malakolunthu and Selan's research was on the topic of international students in PHEIs. However, her research only focused on adjustment challenges related to academic, religious, personal, and social problems faced by international students. Based on the findings, some recommendations were provided to help international students get adjusted to the Malaysian environment and achieve academic success. Similarly, Migin, Falahat, Yajib and Khatibi (2015) conducted a study on international students and the impact of the institutions' characteristics on undergraduates' choice of PHEIs. Despite the fact that both of these studies focused on international undergraduates, the goal was not to investigate their GA or to compare Malaysian and international undergraduates in PHEIs. This is in contrast to the current study, which seeks to identify differences or similarities in GA between local and international undergraduates at Malaysian PHEIs. There has been research done on global awareness specifically on examining the language classroom. The study by Omidvar and Sukumar (2013), specifically addresses how global education in an English as a second language classroom in India can result in enhancing GA and linguistic competence. However, Omidvar and Sukumar 's (2013) study is also different from what the current study is looking at which is GA in the general curriculum for undergraduates

Recent studies, on the other hand, have emerged using the term 'glocal,' which can be defined as the seamless integration of local and global elements, as well as leading to the willingness and ability to think globally and act locally. While it is necessary to introduce glocal, it is also necessary to use and promote the term 'global' when referring to Malaysian undergraduates who consist of both locals and internationals. Glocalisation in Malaysia (Firdaus, 2014), Going Glocal, Acting Local (Khalili, 2014), and the call for a glocal curriculum (John, 2017) are other research on GA perspectives that have emerged. While there is growing interest in glocalisation, this study does not investigate glocal awareness because the study's target population includes not only local undergraduates but also international undergraduates who will eventually return to their home country. In this regard, having GA will be more beneficial to them

than imposing 'act locally, think globally'. As global citizens, undergraduates must think globally, participate in global issues, and maintain a global connection. As a result, this study fills the research gap by investigating global awareness among Malaysian and international undergraduates.

Overall, it is possible to conclude that studies have been conducted to investigate GA, but they differ from the current study because the current study is looking at undergraduates in Malaysian PHEIs, which includes both local and international undergraduates. The majority of the studies conducted in Malaysia focused on multiculturalism, resulting in data that did not fully capture GA among Malaysian undergraduates in a private institution. Apart from that, research conducted on international students was focused on adjustment issues as well as the impact of institutional characteristics on international students' choice of PHEIs. Moreover, research on GA was restricted to public universities rather than PHEIs. Given this scenario, it is clear that there is a research gap and therefore a need to investigate undergraduates' understanding of GA. This study will investigate GA of undergraduates in PHEIs in Malaysia, compare Malaysian and international undergraduates, and finally make recommendations for the inclusion of GA in the higher educational curriculum.

1.3.2 Personal Motivation

From trying to save the world to wanting to make an impact on the world community, my teaching philosophy is to make a difference in the lives of my students through education. Furthermore, guiding students to see the world from different perspectives is a critical component of the educational experience. One of the reasons for this is that I believe the ability to see the world through the eyes of others' personal, social, religious, cultural, and political perspectives is something that does not always occur naturally and, as a result, must be specifically identified as a learning objective. With such an open mind comes new insights and innovations, as well as the ability to contribute to the creation of a just and tolerant society. As Cherry (2018) explains, a just world is one in which people can reduce anxiety caused by misunderstanding and unfairness. The future is in the hands of the students we prepare and lead towards their place

in a dynamic and unpredictable world. I aim to help the students in making a positive difference in their lives. Gandhi said: “Be the change you want to see!” His quote, simple yet powerful, implies that while an individual can certainly make a small difference, if one can lead the way and convince others to make a change then a just world can be realised. A just world is one that is free of war, poverty, starvation, pollution, racism, and hatred (Cates, 2002). Personally, I see change happening in the new generation, when undergraduates attain GA and realise how GA can promote better understanding among humans.

From the perspective of my role as an educator, my education philosophy reflects my passion for teaching. Specifically, as an English language teacher, I view teaching English as one of the best ways of helping young people to understand fellow human beings and enrich their lives in the process, not only by being proficient in English but also because it enables students to better comprehend how today's world operates. To be a successful educator, the education we provide must include equipping our students with expertise, abilities and values that enable them to confront both, local and global challenges (Hughes, 2006).

From my role as a project director for two youth programmes, my desire for change was invoked. The idea of investigating GA was inspired by an overwhelming and positive reaction from the participants of these two programmes, namely, Future Leaders Camp (FLC) and Youth Empowerment Symposium (YES). Both these events were organised especially for undergraduates from various higher education institutions in Malaysia, and the objectives of these events are very much in line with raising GA. My personal view is that all undergraduates in higher education institutions should have the opportunity to be exposed to GA. Hence, the need to investigate GA, identify the gaps in GA and provide suggestions for the inclusion of GA in the higher educational curriculum.

1.4 Research Aims

The aim, as opposed to purpose, expounds the plan for specific action points in order to achieve the targeted end-result. This research intends to describe,

explore and compare Malaysian private higher education (PHEIs) undergraduates' global awareness (GA), perspectives and beliefs about how elements of GA can be incorporated into their education curriculum. The analysis will yield results from a comparative study in Malaysian PHEIs on differences in GA among local and international undergraduates. This study will also include information regarding the source of GA among undergraduates, and the list of elements suitable for the inclusion or incorporation of GA in Malaysian PHEIs education curriculum, based on the undergraduates' viewpoints.

The aims of this study can be divided into several distinct aspects, as follows:

- examining the understanding of GA among undergraduates in Malaysian PHEIs,
- examining whether there are differences in GA between local and international undergraduates in Malaysian PHEIs,
- investigating and identifying the source of knowledge that led to GA for both the local and international undergraduates,
- assessing the undergraduates' perceptions on whether GA is worthy to be included or incorporated into their current PHEIs' programme of study curriculum.

In summary, the three-intended end-results from this study are:

- to provide and compare GA between the local and international undergraduates in PHEIs in Malaysia,
- to identify specific sources of knowledge of GA for local and international undergraduates in in PHEIs in Malaysia,
- to make recommendations on the role of GA based on the undergraduates' perceptions on whether GA should be included or incorporated into their current PHEIs' programme of study.

1.5 Research Questions

In order to gain an in-depth insight into GA among undergraduates of PHEIs in Malaysian, several research questions (RQs) have been formulated. This research attempts to address the following RQs.

- **RQ1:** What is the general understanding of GA:

- (a) among undergraduates in PHEIs in Malaysia?
- (b) in terms of the differences between the local and the international undergraduates in PHEIs in Malaysia?
- **RQ2:** What are the main sources of GA;
 - (a) among undergraduates in PHEIs in Malaysia?
 - (b) in terms of the differences between the local and international undergraduates in PHEIs in Malaysia?
- **RQ3:** What are the perspectives of undergraduates in PHEIs in Malaysia in terms of:
 - (a) the incorporation of GA content in their individual courses?
 - (b) the inclusion of GA as a stand-alone course in their programme of study?
- **RQ4:** Based on the viewpoints of the undergraduates, what should be the main components of a GA course for PHEIs in Malaysia?

1.6 Research Significance

The findings of this study are significant as they provide useful information about the GA of undergraduates in PHEIs. This includes highlighting the inadequacies of local and international undergraduates, and opportunities for undergraduates to gain adequate exposure to local and international issues. Moreover, if more effort is made to raise GA among undergraduates, these undergraduates would develop a deeper understanding of the cultures of others and become globally aware of what is happening around them or in the world today.

The findings of this study are also significant in developing recommendations for the inclusion of GA in the curriculum of higher education. This will enable GA and understanding of it to be prioritised in higher education (Suhaili, 2020). In an age of multiculturalism and pluralism, GA that encompasses world knowledge and exposure would undoubtedly improve young people's ability to collaborate, particularly with others from diverse backgrounds.

The significance of this study can be seen in Fig 1.2.

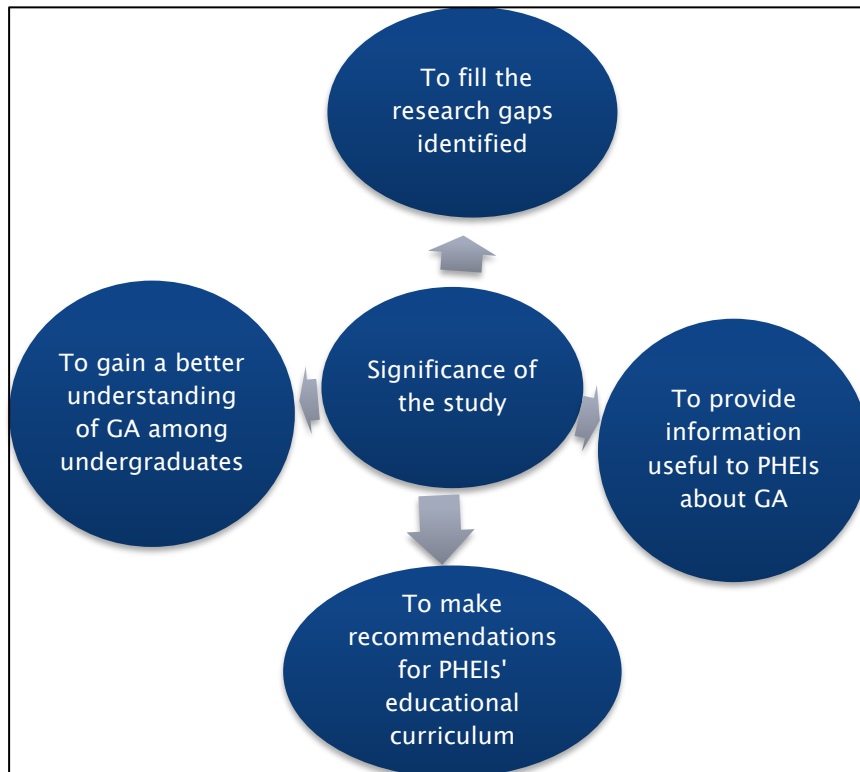


Figure 1.2: Significance of the Study

Apart from filling the research gap, as mentioned in section 1.3.2 of this chapter, the end result of this study will provide a deeper understanding of GA and provide beneficial information to PHEIs regarding the importance of GA. In addition, the findings of this study would also be advantageous to HEIs, as they would enable the institutions to identify deficiencies in the current educational curriculum.

1.7 Nature of the Study

This study used a mixed-methods approach, and it was conducted at two PHEIs in Malaysia that offer a variety of degree programs. The study's focus was on final-year undergraduates, who are, amongst others, ' stakeholders in the university. Given the nature of the study, final year undergraduates were the best choice because they have completed at least two years of study and are able to provide a broader view of their current GA as well as the presence of GA elements in the curriculum, if any.

Firstly, a quantitative method was utilised in this study. The primary focus was on assessing how much is happening, how many undergraduates in PHEIs are conscious of GA, what their GA is, and how much they know about GA. The main tool was a survey questionnaire undertaken to find out from undergraduates in PHEIs their perception of global awareness, their knowledge, their skills and their participation in global issues. The questionnaires were analysed using statistical techniques and using appropriate measurable quantitative indicators. Surveys were large-scaled and administered for distinct sample groups in separate sets for this study.

Secondly, a qualitative approach was utilised. Only participants who agreed to participate in the focus-group interviews were invited to participate in the second phase of this study. The qualitative method is essentially the main method employed in this research and which divided participants into focus groups. Four separate focus-group interviews, which composed of between 6 to 8 undergraduates, were conducted.

In brief, the qualitative method is the essential method, whereas the quantitative method was used to support and enhance the end results. The findings acquired can be used to cross-check and obtain data that may be critical in addressing the research questions concerned and provide useful data on GA among PHEI undergraduates.

Table 1.1 provides a summary of research aims, research questions and data sources.

Table 1.1: Summary of Research Aims, Research Questions and Data Sources

Research Aims	Research Questions	Data Sources	Analysis
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<ul style="list-style-type: none"> ◆ To examine global awareness among undergraduates in two Malaysian PHEIs; ◆ To examine whether there are differences in GA between the local and international undergraduates in Malaysian PHEIs; ◆ To investigate and identify the source of knowledge that led to GA for both, the local and international undergraduates; and ◆ To assess the undergraduates' perceptions on whether GA is worthy to be included or incorporated into their current PHEIs' programme of study. 	<p>RQ1: What is the general understanding of GA</p> <ul style="list-style-type: none"> a. among undergraduates in PHEIs in Malaysia? b. in terms of differences of GA between local and international undergraduates in PHEIs in Malaysia? <p>RQ2: What is the source of knowledge of GA</p> <ul style="list-style-type: none"> a. among undergraduates in PHEIs in Malaysia? b. in terms of the differences in the source of knowledge of GA between the local and international undergraduates in PHEIs in Malaysia? <p>RQ3: What are perspectives of undergraduates in PHEIs in Malaysia, in terms of;</p> <ul style="list-style-type: none"> a. the incorporation of GA content in their individual course? b. the inclusion of GA as a stand-alone course in their programme of study? <p>RQ4: Based on the viewpoints of the undergraduates, what should be the main components of a GA course for PHEIs in Malaysia?</p>	<p>Survey</p> <p>Focus-group interviews</p>	<p>Computer assisted analysis of survey results.</p> <p>Thematic qualitative analysis of the focus-groups' transcripts.</p>
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1.8 Scope of the Study

This study was conducted in two PHEIs with a significant number of local and international undergraduates. The study focused on the GA among PHEI graduates in Malaysia as well as a comparative study of GA differences between local and international undergraduates. This study also provides information on the GA source among undergraduates and the elements or components suitable for the inclusion or incorporation of a GA course in Malaysian PHEIs, based on the perspectives of undergraduates. The sample population of this study consisted of a combination of Malaysian and international undergraduates in

their final year in Malaysian PHEIs. GA is described and explained in this study using three key factors: knowledge, skills, and participation. This study delves deeper into the relationships between GA and knowledge, GA and skills, and GA and participation. This research was carried out in Negeri Sembilan in terms of geographical area.

1.9 Organisation of the Thesis

There is a total of seven chapters in this thesis. The organisation of this thesis is as follows. Chapter 1 presents the background of this study and its purpose, the aims of this study as well as the research questions, and the significance and nature of this study. Chapter 2 includes a review of the literature as well as an in-depth discussion of the research relevant to this study. Chapter 2 begins with a general development of the concept of GA, followed by an elaboration on GA in the context of Malaysian higher education. The purpose of the discussion is to identify a need for GA integration in Malaysian higher education. The Malaysian Education Blueprint (2013-2025) and several GA frameworks that are used internationally are also highlighted in Chapter 2. The methodology and procedures for data collection and analysis are presented in Chapter 3. This chapter begins with a brief overview of the mixed-methods research methodology, followed by a discussion of the two instruments used: a survey (quantitative research) and focus-group interviews (qualitative research). This chapter also describes the research population and highlights the ethical issues that arise as a result of the research. Chapters 4 and 5 are dedicated to a thorough explanation of the study's qualitative and quantitative data assessment and outcomes, respectively. The outcomes of both methods are discussed in depth in these sections. The results of the data analysis are discussed in Chapter 6. The qualitative and quantitative findings are combined in this chapter to systematically answer the research questions developed for this study. This chapter discusses the data analysis, makes recommendations, and considers implications. The final chapter, Chapter 7, summarises and discusses the study's significance, research contributions, and recommendations for future research.

1.10 Conclusion

The aim of this chapter has been to provide an overview of the thesis, including the background, rationale, aims, objectives and research questions of this study.

In summary, this study investigated GA of final-year undergraduates from two Malaysian PHEIs, the differences in GA between Malaysian and international undergraduates, and their source or sources of GA. Aside from that, this study identified several research gaps with the intention of filling them. As discussed, gaps in the existing literature show that there have been no studies conducted solely on GA that assess undergraduates' GA or compare Malaysian and international undergraduates' GA in PHEIs. Existing research was also highly focused on multiculturalism in the Malaysian context, cultivating GA in public universities, and Malaysian students' knowledge, skills, and attitudes toward global education. Furthermore, existing studies differed in the instruments used. In this study, a mixed-methods approach was used, and the instruments used were a questionnaire and focus-group interviews. In conclusion, the current study fills the gaps identified in the research and also makes recommendations for the inclusion of GA in higher education curriculum.

The following chapter will focus on a comprehensive review of the major literature on GA, a discussion of the research gap that this study had aimed to fill, and a critical examination of pertinent GA issues.

Chapter 2

Theoretical Background and Review of Literature

2.1 Introduction

This chapter begins by discussing and justifying the chosen method used to conduct this literature review. It then examines theoretical perspectives from contemporary and established literature within the area of global awareness (GA). The creation of a theoretical framework has evolved from the literature which I have used throughout this study and is categorised into three significant sections in this chapter, namely: definitions of GA, significance of GA in higher education, and GA frameworks that are practiced in the following countries: Germany, Australia and the Czech Republic.

The first section of this chapter explores the understanding of GA by examining the various definitions of GA and describing the facets of 'understanding'. This section also provides more details on how GA has evolved, as well its significance to the education sector, both on a national and global scale. Owing to the area of research, the aim of this section is to provide a general and specific view of the concept of GA and its emergence in the world today. By linking a brief history of GA at both national and international levels, the researcher offers an overview of GA on which the current study is developed, and by doing so, aims to fill the research gaps.

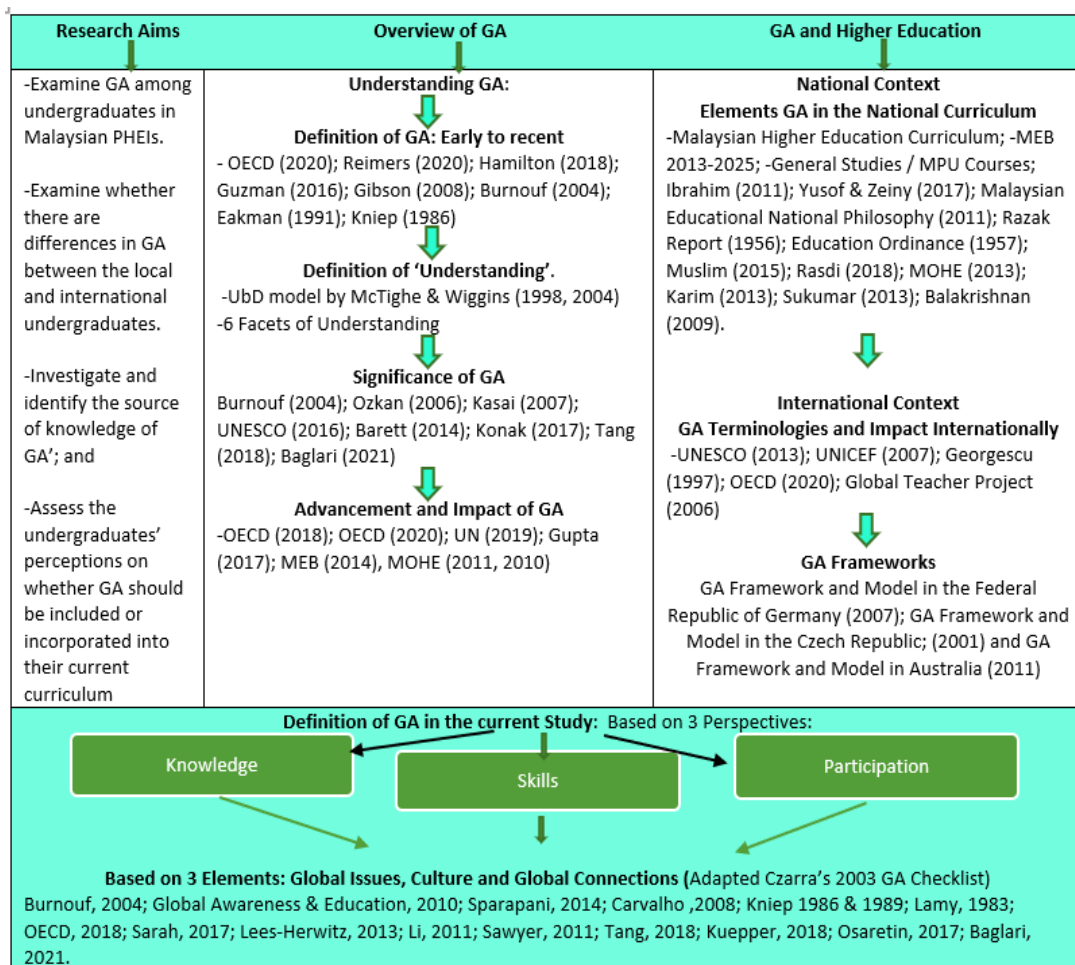
The second section shifts the focus to GA and higher education. The purpose of this section is to present a range of secondary data linked to raising GA in the education system. In this section, the researcher will consider the national context as well as the international context. For the national context, the discussion includes the Malaysian Education Blueprint 2013-2025 and other reports related to higher education in Malaysia. The critical review is developed and oriented towards gaining a better understanding of GA and drawing on critical information that will help to answer the research questions. In the national context the literature review also focuses on the current prescribed courses by the Ministry of Higher Education. This section is an important

component in forming the research questions. The discussion here will broaden the understanding of GA by discussing the concept of knowledge, skills and participation with regards to GA in the higher education curriculum. In summary, this section will examine the GA knowledge gap in the higher education curriculum.

The third and final section of this chapter provides a broader review and critical evaluation of three distinct GA-related frameworks used by educational institutions in Germany, Australia, and the Czech Republic. The GA frameworks of these countries are discussed because of the long-term implementation of GA in their curriculum, and their success in doing so. Apart from that, these frameworks were selected due to these countries' transparency in sharing the GA frameworks online. The aim of this final section is to provide the researcher with useful insights into the key components for a GA course, and further highlight the gap or the inadequacies, if any, that exist in the current higher education curriculum. This information will then be compared to the perceived GA elements highlighted by undergraduates as important for inclusion in the higher education curriculum. This information will also be useful when making recommendations to higher education institutions about the inclusion of GA in PHEIs' curriculum.

Figure 2.1 presents the theoretical framework that drives this study based on the research objectives.

Figure 2.1: Theoretical Framework of this Study



Section One

2.2 Understanding GA

The purpose of this section is to delve deeper into GA and provide additional information on how the term has evolved as well as the various terminologies used to describe GA. This includes providing an understanding of GA in higher education by first addressing the broad definitions of GA, then defining the term 'understanding' and what this entails in relation to understanding GA, and finally addressing its significance in higher education.

As the ability to understand, respect, and work well with people of diverse cultures is increasingly important for social and academic success in an interconnected world, GA is becoming extremely relevant (Konak, 2017). Furthermore, the guiding principle of GA is to develop global citizens who are open to people from different countries, cultures, and religious backgrounds. GA is also becoming more important to today's generation because it allows undergraduates to see how everyday decisions in their own lives can affect the lives of people all over the world. This section will discuss the various definitions of GA, followed by a description of the term 'understanding' and finally the significance of GA.

2.2.1 Defining GA

It is evident from the literature that there exists a variety of definitions and interpretations. Numerous definitions of GA have been proposed over the years by various educators, scholars, governmental entities, and advocacy groups. Among the concepts that defined GA are global competence (OECD, 2020), cultural competence (Guzman, 2016), global education (Reimers, 2020; Burnouf, 2004), and twenty-first century skills (Hamilton, 2018). The following discussion will analyse the various definitions, interpretations of GA as well as a range of terminology used in the field.

There are multiple definitions of GA that researchers have used. First and foremost, GA can be defined as global competence. As described by OECD (2020) in the PISA 2018 Results (Volume VI), the concept of GA as used in the current study, is very similar to global competence. A review of global competence as defined by the OECD (2020) reveals a number of concepts and elements that are shared with GA. These include the description of global competence as the ability to: i) examine issues of local, global and cultural significance; ii) understand and appreciate the perspectives and worldviews of others; iii) engage in open, appropriate and effective interactions across cultures; and iv) take action for collective well-being and sustainable development. In their study, Zakaria, Awang, and Adam (2019) define global competence through the lens of the OECD (2018), where they closely link it to global

awareness, engaging students in intercultural relations, and promoting cultural values.

Similarly, Guzman (2016) refers to GA as cultural competence, which is an important skill set for the twenty-first century. As Guzman further explains, having cultural competence means displaying the cultural competency behaviours of active listening, empathy, and effective engagement to create a welcoming environment and establish the appreciation of similarities and differences among cultures. Cultural competence is defined as a person's ability to interact, work, and form meaningful relationships with people from various cultural backgrounds (Guzman, 2016). These two definitions, global competence and cultural competence, are intertwined and provide a more complete picture of what GA entails.

Global awareness has been defined as an understanding of diversity, learning about other cultures, and recognising our place in the world – and is a key twenty-first century skill (Hamilton, 2018). Past research shows that GA has been frequently mentioned in fields such as politics, economics, social and education (Kirkwood, 2001; Merryfield, 2009; Chinnamai, 2005; Hall, 2018). As previously stated, there are numerous GA definitions. According to early studies, GA is defined as education that includes development, human rights, sustainability, peace, conflict resolution, and intercultural relationships (The Maastricht Global Education Declaration, 2002). These areas of focus are regarded as important in the creation of an ideal world citizen. The Maastricht Global Education Declaration defines GA as education that will eventually open people's eyes and minds to the realities of a truly globalised world. According to the declaration, GA will inspire the next generation to work towards a world of greater justice, equality, and human rights for all. However, in the context of this study, such claims necessitate further discussion, analysis, and evidence in support of GA.

Reimers (2020) describes global education as both practices guided by a set of goals and approaches designed to provide opportunities for students to develop global competencies. As previously stated, GA shares similar elements with

global competencies, and, more recently, global education. Reimers also defines global competencies as "knowledge, understanding, and dispositions that help students develop, understand, and function in communities that are increasingly interdependent with other communities around the world", and how these skills contribute to global education. Furthermore, Burnouf (2004) and Gibson (2008) conducted research on modern individuals in a globalised world who are living and interacting at an increasing rate, as well as the need for global education. As today's young people assert their roles in a global and interconnected community, GA is what allows them to gain opportunities and skills (White, 2006; Clarke, 2006). GA will enable young people to comprehend, discuss and overcome conflicts. This makes it essential for GA to be integrated into a national education system. The Ministerial Council on Education, Employment, Training and Youth Affairs (1999), for example, concludes that GA should be part of an Australian education to help young Australians become active and engaged citizens who can create a better world for themselves.

Proponents of GA use a variety of names for GA. According to one widely held view, GA means different things to different people (Corbin, 2017; Ranker 2017; Stuart, 2015; Singh, 2013). Early research by Deckard (1992), notes that the key role of GA stays the same, even with all the distinct definitions; to ensure that everyone is engaged with individuals of other cultures. Other terminologies used by researchers in their studies on the concept of global awareness include Global Awareness Education, World Studies, International Studies, Project 2000, and Welcome to Planet Earth (Eakman, 1991).

Academicians may agree that GA should be incorporated into the education system, but past research reveals that researchers find it difficult to agree on the 'what' and 'how' to best define GA in HEIs (Burnouf, 2004; Global Awareness & Education, 2010, Sparapani, 2014). Carvalho (2008) agrees that there is an inability to clearly define what GA really is singularly, and this has resulted in dilemmas and doubts for some. In short, various interpretations have emerged when defining GA. GA has many forms and different perceptions, especially when dealing with global issues. From earlier times until now there seem to be complexities in defining GA, as mentioned by Carvalho (2008).

An early researcher, Kniep (1986 & 1989), defines GA by addressing four main elements. Kniep asserts that there are four components which are crucial when attempting to describe GA. These components are: i) understanding of human values; ii) worldwide systems and worldwide issues; iii) understanding of history; and iv) interdependence between people, cultures and countries. This is in line with the dimensions of the GA framework for the current research. However, unlike Kniep (1986 & 1989), Lamy (1983) approaches the term GA from a more critical angle. Lamy states that in order to clearly explain GA, one has to take a stand from a global perspective. He adds that GA is an attempt in education to “encourage students to find workable solutions in socioeconomic, military-security, and ecological problems which challenge the leaders and citizens of this world” (Lamy, 1983). In this context, GA as used in the current study is about undergraduates having the knowledge and skills to examine and engage in global issues, global connections and culture.

In order to be able to understand the notion of GA, it is also important to review relevant past and early research on the differing perspectives on GA. Lamy (1983) and Kniep (1986 & 1989) both include different elements and offer different approaches to the understanding of GA. Apart from the various definitions above, LeRoux (2001), in another study, states that GA is an education and must be incorporated into the curriculum. LeRoux further points out that there is certainly no consensus on a worldwide definition of GA.

Bales (2005) and Zhang and McCornac (2008) both present similar views in their definition of GA. Both claim that defining GA is even more complex because it is understood differently by different people. Following this, Bales (2005) defines GA as an awareness that not only improves quality of life but results in gaining values such as mutual understanding, respect and cooperation across cultures. Further to this, he continues to state that GA inspires students, especially in their curiosity to explore beyond their comfort zones (Bales, 2005). Zhang and McCornac’s (2008) study also reveals that defining GA is a complex process as GA means possessing the knowledge of divergent values and beliefs. Bales’ study analyses the existence of a ‘knowledge gap’ concerning GA, and

this makes it difficult to agree on precisely what GA is. As a result, the concept of GA can be so wide and divergent that it is a challenge to describe GA accurately.

Literature related to GA in education often cites The Society for Safe and Caring Schools and Communities (2006), which revised the GA course offered in their curriculum and called it *Becoming the Change We Want to See*. In contrast to Bales (2005), The Society for Safe and Caring Schools and Communities (2006) emphasises the significance of identifying elements of GA before understanding what GA is. Here, GA focuses on health, poverty reduction, education, child mortality, gender equality, sustainable environment and global partnerships.

Despite the various definitions, the role of HEIs in raising GA is significant and must be addressed. GA, according to the Diocese of Davenport (1997), is also known as Education for Peace and Justice. For the Catholic Schools, in 2009, the UNESCO World Conference of Higher Education concluded that HEIs should concentrate not only on their key role but also enhance their multidisciplinary focus. HEIs have a social responsibility to ensure that undergraduates are able to understand and react to a wide range of social, economic, science and cultural problems. In HEIs, GA is seen as raising values, inter-culturalism, solidarity and mutual respect. In a recent development, UNESCO stressed the need for undergraduates to have global competence which includes intercultural education that can contribute to their GA (OECD, 2018).

Shah (2012), in his study on multiculturalism, stresses that a sense of confusion prevails as we become increasingly multicultural. There will also be a general confusion between universal values such as human rights, cultures, languages and democracy. While these confusions surface, it is also important to know that GA can be defined as education that overcomes confusion, as its role in higher education is to create greater awareness of human values and its surroundings.

The term ‘character training’ is also referred to when defining GA (The Council for Global Education, 2004). The Council for Global Education emphasises that raising GA contributes to character training, that is to become ‘good’ or virtuous,

and not just intelligent and skilled. The promotion of GA through character training can be explained through improved capacity of undergraduates to work with individuals from various backgrounds and seek solutions to global issues (Crawford & Kirby, 2008). Character training, although it calls for a deeper understanding, may impart virtues and generate people who can efficiently react to any crisis facing society and the world in the twenty-first century. The Council for Global Education also points out, in the Global Education Model for Schooling (2004), that by adding new dimensions, such as environment, character and values, also gives rise to GA. In other words, there are gaps particularly between what is possible and what is achieved, and this makes it even more difficult to define what GA actually is.

Based on the various definitions of GA, and debates within the Malaysian education system, the importance of the education system in shaping youth has been demonstrated. Elements such as knowledge, skills, participation and values of GA will significantly enhance the quality of education; particularly in HEIs where Malaysian undergraduates tend to gravitate to their own ethnic communities (Mustapha & Azman, 2009; Ting, 2012; Arshad, 2016 and Subramaniam, 2013).

Based on the literature review, GA's aim is to have knowledge, skills and values that make it possible to demonstrate sympathy, engage in intercultural communication and bridge social, cultural and environmental boundaries (OECD, 2018; Sarah, 2017; Lees-Herwitz, 2013; Li, 2011; Sawyer, 2011). On the basis of a wide range of definitions, the term used in this research is GA. In the present study, GA is defined as knowledge and understanding of the environmental, social, cultural, economic and political impact on the world. It encompasses a broader definition that includes global competencies and global education, as well as skills, values, and the ability to participate in global issues. The idea of GA as presented in this study, is that GA prepares undergraduates to investigate on global issues, communicate ideas, and take meaningful action on global issues. This study also promotes GA as a tool for engaging undergraduates in their learning, encouraging them to seek knowledge and understanding of global issues, and inspiring them to participate in global issues at the university

and beyond. As a result of GA, undergraduates will be aware that they can make a difference in global issues. In brief, the definition of a globally aware undergraduate is someone who is knowledgeable about global issues, prepared to engage in global issues from multiple perspectives and thrive in a global future; it is more than just knowing about other cultures and perspectives. With the numerous definitions for GA, higher education can therefore play a significant role in raising GA. This study therefore hopes to obtain as much data on GA among undergraduates, and by doing so, any 'knowledge gap' that exists can be addressed.

Now that GA has been defined, it is imperative to consider how undergraduates themselves perceive GA. Since the purpose of this study is to investigate GA among undergraduates in Malaysian PHEIS, the term 'understanding' of GA is examined in the following section, which will serve as the foundation for the development of the research instruments.

2.2.2 Defining 'Understanding'

This section discusses the framework for 'understanding' GA, which is essential for providing a clearer indication of GA among undergraduates. In this study, GA among undergraduates in Malaysian PHEIs is based on their understanding of GA. This includes their ability to clarify, interpret, apply, have a point of view, emphasise and be self-knowledgeable about GA.

McTighe and Wiggin's (2004) *Understanding by Design* (UbD) provides the framework for this research to assess the understanding of GA. The UbD framework served as a guide in developing the questionnaire and focus-group interview questions for this study, which were based on Czarra's (2003) GA checklist. McTighe and Wiggins claim that their framework is more student-centred and provides a better multifaceted view in comparison to Bloom's taxonomy. The analysis of the findings in this study will consider the UbD model to raise GA among undergraduates.

Explaining the term ‘understanding’ is one of the most complex tasks in this study as it entails one of the greatest challenges – to figure out what the undergraduates actually know and where do they go next with this information. In other words, what do undergraduates in Malaysian PHEIs ‘understand’ about GA. While there is uncertainty of what exactly it means to understand, there is a view of how much knowledge one must possess before claiming to understand something. The most complicated task an educationist or academic institution has is to measure ‘understanding’ (Heick, 2012).

In this study, the term ‘understanding’ refers to Wiggins and McTighe’s (1998), and Bloom's Taxonomy (1956). In explaining the term ‘understanding’ Wiggins and McTighe have laid out a conceptual framework for this. Although, the term ‘understanding’ can result in evasiveness, Wiggins and McTighe have developed a model of understanding that is well suited for the researcher to model this study. Wiggins and McTighe (1998) address the evasiveness of the term ‘understanding’ in their seminal 1998 work by referring to Benjamin Bloom et al (1956).

In this study, the definition of understanding, in reference to ‘understanding GA among undergraduates’ is based on Wiggins and McTighe’s (1998) UbD and not Bloom ‘s (1956) taxonomy.

In order to construct a model of understanding that is capable of defining understanding, and to ensure that it is valid and reliable, Wiggins and McTighe (1998) developed the six facets of understanding. Wiggins and McTighe (2012) highlighted that ‘understanding’ is clearly demonstrated when the student is able to perform any of these six facets. For the purpose of this research, describing undergraduates’ GA is based on these six facets, as illustrated in Figure 2.1. As McTighe and Wiggins (2004) in UbD clearly claim, in order to understand one must use it, prove it, connect it, explain it, defend it, and read between the lines. Figure 2.2 illustrates the UbD framework.

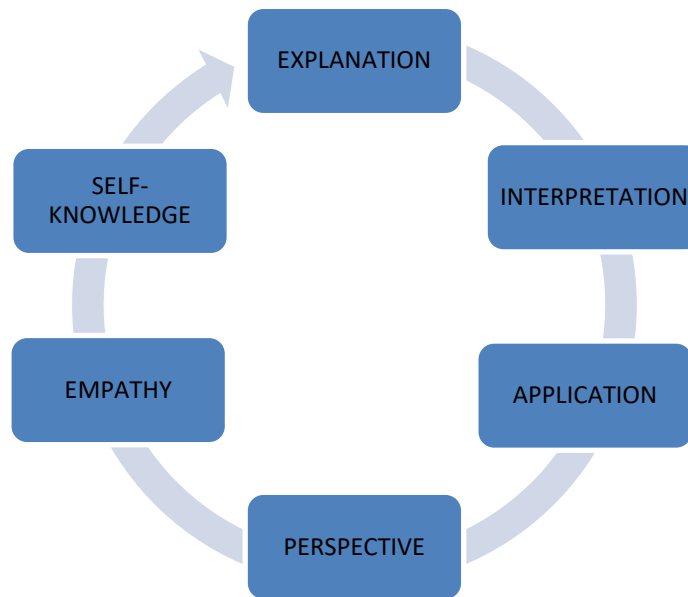


Figure 2.2: Six Facets of Understanding

Source: Wiggins & McTighe (1998)

The Wiggins and McTighe (1998) six facets of understanding are used to investigate GA among undergraduates. This framework, as previously stated, served as a guide during the questionnaire and focus-group interview stages. The next paragraph further explains the six facets in greater detail.

The first facet, explanation, is when the phenomena, facts and information can be thoroughly and justifiably explained. This involves an account that can reflect a certain level of depth regarding the topic or event. The second facet is interpretation, which is when one is able to provide meaningful narratives, offer appropriate translations, account for thoughts and occurrences, whether through pictures, anecdotes, analogies and models, for historical or personal dimensions. The third facet is application. This happens when one is able to effectively use and adapt the knowledge one has in diverse contexts. The fourth facet is perspective. To have a perspective is to be able to effectively see and hear points of view critically and insightfully. The fifth facet is to be able to empathise; in other words, to be able to feel and understand what others feel and most importantly to be able to perceive sensitively based on prior indirect experience. The sixth and final facet is to be equipped with self-knowledge. This is when you know your limits in terms of knowledge and understanding. Self-knowledge recognises the prejudices, projections and practices that both form and hinder

one's own understanding; it is awareness of what one does not understand, and why it is so difficult for one to understand.

Table 2.1 summarises the six facets in relation to GA as they are referred to when conducting this study.

Table 2.1: Summary of the 6 facets of 'understanding'

Six Facets	Description	Example
Explanation	Students clarify or justify their responses or justify their reactions.	Students explain the principles and a method of developing GA
Interpretation	Students avoid the pitfall of finding the 'correct response' and demand answers that are guided by principles... students are able to encompass as many important facts and views as necessary.	Students develop a 'biography' of specific situations in their life that have contributed to GA
Application	Students' key performances are conscious and explicit reflection, that requires a real or simulated audience, purpose, setting, and choices on realistic limitations.	Students design, develop, test, and revise a solution to a global issue.
Perspective	Students know the importance or significance of an idea and how to grasp its importance or unimportance. Encourage students to turn around and ask: "What about it?"; "What is that knowledge worth?"; "How important is this idea?"; "What makes this issue important to us?"	Students investigate global issues from the perspective of various regions and countries.
Empathy	Students develop the ability to see the world from various perspectives so as to understand the diversity of thinking and feeling in the world.	Students imagine they are debating the importance of nuclear power. They are able to explain why they agree or disagree with the use of nuclear energy.
Self-Knowledge	Students are profoundly conscious of the limits of understanding themselves and others; able to recognise their own prejudices and expectations; have integrity – capable and prepared to act on what one understands	Students reflect on their own progress of understanding GA. They assess how far they have improved, what was the most difficult job or task and why.

Adapted from Wiggins, G. & McTighe, J. (1998). Understanding by Design. pp. 85-97

Even though both designs, UbD and Bloom's Taxonomy, appear to be complementary and emphasise teaching and learning skills, there is a distinction in the definition of 'understanding.' As presented above, Understanding by Design (UbD) takes a unique approach to defining "understanding." The term 'understanding' in Bloom's Taxonomy, on the other hand, is teacher-centered, with the instructor designing the prompts and assessments, whereas UbD emphasises a more student-centered focus by highlighting in detail six facets of understanding. Furthermore, in Bloom's taxonomy of thinking skills, "understanding" is a lower order thinking skill, but in UbD, Wiggins and McTighe define it as a higher-order thinking skill by including elements of "analysing" and "evaluating". Wiggins and McTighe (2006) effectively communicate a useful multifaceted framework for analysing what is meant by "understanding," even though the term "understanding" is diverse and complex in and of itself. As a result, UbD's term "understanding" provides the necessary framework in this study. Based on the explanation, this study looks at analysing GA based on knowledge, skills and participation. The term 'understanding' in Bloom's taxonomy refers specifically to thinking skills whereas UbD explains 'understanding' by describing attitude, skills and knowledge finding relevance and application in a specific situation, which is relevant to this study.

To summarise, it is critical in this study to identify how undergraduates understand GA when describing their GA. It was found that the UbD model is more structured and able to describe the term 'understanding' in more detail compared to Bloom's taxonomy, when describing GA in this study.

2.2.3 Significance of GA

This section provides a broad overview of the significance of GA in order to strengthen the direction taken in the investigation into GA in Malaysian PHEIs. By presenting the significance of GA, as well as its contribution to higher education, I have justified the direction taken in recognising the role of GA.

Early studies of GA have their roots firmly planted in developing GA as a life-long process that can be shaped in an individual through education. The studies

conducted by Burnouf (2004), Okzan (2006), Kasai (2007), Crawford and Kirby (2008) acknowledge that students should be equipped with global awareness and its competencies in the context of education, be it in school or higher education. Related to this observation, recent studies (Konak, 2017; Jean-Sigur, 2016; Barrett et.al, 2014; UNESCO, 2013) declare that twenty-first century education infuses GA throughout the education process. This is echoed by Reimers (2020), who states that GA is a set of specific goals that can help align the entire curriculum with real-world questions, challenges, and opportunities as part of the education curriculum domain. GA denotes a method of assisting both teachers and students in understanding the relationship between what is learned in the educational institution and the outside world. (Reimer, 2020).

It would be impossible to discuss GA without mentioning the complexities of today's world's various cultures and religions. An important factor is people's varied and, at times, similar perspectives on individuals, communities, and societies (Alessio, 1999). This could be the first step towards acknowledging how much we are unaware of our surroundings and, as a consequence, the need for GA. Raising GA has undoubtedly taken on new significance as a result of globalisation (Tang, 2018). Globalisation has definitely made its presence felt in contemporary society particularly in the fields of data and communication, science and technology, and economics (Newman, 2005; Tang, 2018). GA unquestionably has a positive impact on globalisation. As GA promotes the spread of knowledge and the global interconnectedness of people and businesses, it is critical to raise awareness of human rights, democracy, and a just and peaceful world. (Baglari, 2021). Globalisation has also enhanced trade, the adoption of technology, access and quality of schooling, healthcare, social consciousness and distribution of poverty (Kuepper, 2018; Osaretin, 2017; O' Neill, 2017). In addition, raising GA is also significant to avoid any negativity of globalisation which involves the increase of wars and disputes, the proliferation of mass-destruction weapons and the destruction of Mother Nature, and this is supported by the writings of Brisenio (2018), Mourdokoutas (2015) and Van Passchen (2015). Stiftung (2017) recommends global education and awareness when dealing with conflicts in the world.

As a result of its significance, our educational system should begin to incorporate elements of GA. GA can be accepted as an integral part of the mission of universities in the curriculum and pedagogy. Undergraduates should be made aware of local and global issues as well as how global issues affect them and the society in which they live. Education, as Ikeda (2005) pointed out, is a critical component in resolving these global disputes.

2.2.4 Advancement and Impact of GA

In recent years, education policies and practices have been revisited. Apart from the term global awareness (GA) and global competence, a new term ‘global-character’ of contemporary education has become evident in educational policy and discourse, as well as in the practice of teaching development education, and education for sustainable development (OECD, 2018). Producing undergraduates with global character is consistent with the previously stated concept of developing GA, which includes global competencies.

Our futures are also becoming increasingly intertwined with global challenges. The global population is expected to increase from 7.3 billion to 8.5 billion in 2030, and to nearly 9.7 billion by 2050. (UN Report, 2019). A population increase of this magnitude will undoubtedly have an impact on future global issues such as disease management and resource depletion in areas such as energy, food, and water. The twenty-first-century student will also work for multinational corporations, managing employees from different cultures, collaborating with people from all over the world, and solving global problems. As a result of all of this, producing graduates with GA is the way forward.

Irrespective of the geographical distance, various sections of the globe influence each other. Everywhere and every day, globalisation occurs and this change process leads us to a holistic perspective of the globe (Gupta, 2017). As mentioned earlier, GA plays a significant role in globalisation. The main advances seen in GA are increasing interdependence and worldwide collaboration. One does not have to leave the country to experience diverse cultures; particularly if attending a local private institute of higher learning. (Gill

& Talib, 2012). Taking Malaysia as an example, international student enrollment has increased significantly since 2009 (MOHE, 2010). Statistics from 2009 onwards indicate that the numbers have increased, as claimed in the Guidebook of International Students Studying in Malaysia (MOHE, 2010). They grew from about 18,240, to almost 72,000 in 2009 (MOHE, 2010). The popularity of Malaysia as a higher education destination has continued to climb steadily. In 2017, a total of 159,172 international students were studying in various HEIs in Malaysia, and by the year 2020 Malaysia was targeting 200,000 foreign students (NST, 19 Jan 2017).

This clearly establishes Malaysia as a nation that not only has a multicultural society but has also opened its doors to international students from all over the world. Malaysia is now an education hub that welcomes people from various nations and cultures as it works towards achieving its 2020 vision. (MOHE,2010). With this increase of foreign students, local undergraduates will be exposed to foreign culture and vice versa. Thus, there is a need to ensure that our undergraduates possess adequate GA. O'Flaherty and Liddy (2017) highlights that by engaging in understanding of GA, undergraduates gain more insight into various cultures, the way the world functions, and also a better understanding of distinct elements of our own and other traditions We can recognise both our own and other cultures' distinctive features by opening our minds to other cultures and values, especially in this age of globalisation

However, the impacts of GA are not just related to learning about the value of other cultures, the impact goes beyond that (Burnouf, 2004). An additional effect of having an enhanced GA is that it helps individuals in their own nations to understand and recognise potential differences and similarities in their life. The Czech Republic's (2010) National Strategy for Global Education for Development promotes and assesses its effect on public knowledge about economic, social, political, environmental and cultural procedures. It also states that GA causes individuals to accept accountability for a world in which everyone can live with dignity. Likewise, for a developing nation like Malaysia, some of the issues that young people face that have a significant impact on the rest of the world can be approached from a GA perspective.

Although numerous impacts of GA have been discussed, one of the most important advances is that GA encourages undergraduates in institutions of higher learning to resolve problems that trigger discord and conflict between people whether local or international. Zwikert (2017), who coined the term Global Quotient (GQ), admits that GA is essential to increase GQ. It is, therefore, essential not only for learners to acquire certain expertise, but also to comprehend, recognise and adopt others' values and beliefs in order to create a positive impact.

Early research on the impact and contributions of GA was examined by the Ministry of Education, Finland in 2007. In Finland, GA is given greater emphasis in early childhood education, schools, vocational institutions and teacher training (Government of Finland, 2007:12). The central role of GA should be respected, and particular attention should be paid to children at an early age according to the Finnish Ministry of Education. It is further pointed out that GA for sustainable development must be integrated into the school's daily and operational culture. In other words, GA, with its wealth and extensive content must permeate our education system at all levels, making it available to all.

It would appear GA is seen to be important even in the early years of education. The Adelaide Declaration of National Goals for Schooling as stated by the Ministerial Council on Education, Employment, Training and Youth Affairs (1999) for example, firmly states that schooling must move towards generating young Australians to become active, engaged citizens as well as understand and recognise the importance of cultural diversity. Moreover, it is important for young people to have the expertise, abilities and understanding to contribute and to benefit from such a varied Australian society. In view of the diverse cultures living in Australia, it is pertinent that schooling produces citizens who are socially just, and this emphasis is indeed reflected in the school curriculum (ACARA, 2013). On the contrary, the Malaysian Education system, although touches on the diverse cultures and societies in Malaysia, does not place a strong emphasis on developing an awareness of the value of this diversity (Yusof, 2008). There is no strong evidence for increasing worldwide awareness among

young people in the local education scheme, either through curriculum inclusion or as a stand-alone topic.

UNESCO (2005) in its UN Decade of Education for Sustainable Development 2005-2015 reveals that learning to respect values and raising GA enables one to conserve previous accomplishments and appreciate the wonders and people of the world. The goal is to build a world where there is sufficient food, healthy and productive lives, and above all the need to encourage care and security for a more just world. GA must therefore be a significant component that should be included, if not at all stages in Malaysian schools, at least it should be introduced in higher education.

One of the impacts of raising GA really concerns the promotion of partnerships at both the micro and the macro levels between populations, cultures and religions. New researchers further examined this, pointing out that encouraging such partnerships through education involves thoughts, feelings and subsequently, actions (Ellis, 2018; O'Flaherty & Liddy, 2017; Camilleri, 2016; Global Education Guidelines, 2012). Another interesting impact as claimed by Czarra (2003) is that GA is genuinely an awareness which not only achieves knowledge for the mind but education for the heart as well.

GA also gives young people the possibility to undergo a radical change towards interconnectedness, understanding and collaboration between individuals (World Conference on Higher Education, 1998). The North-South Centre of the Council of Europe, Lisbon (2008) points to three primary phases of GA that strongly connect to a transformational learning process; first, enabling participants to analyse current worldwide scenarios, second, giving them a vision for a better and more alternative globe, and finally, the transformation method turns us into more responsible global citizens. In particular, in PHEIs, where there is a well-balanced percentage of local and international undergraduates, this will definitely have a positive effect. With the current diverse international population in Malaysian PHEIs, with undergraduates from places such as Bangladesh, China, Nigeria, Iraq, Indonesia and Yemen (The Malaysian

Education Statistics Portal, 2017), GA can bring people together due to its wider understanding towards shaping the future.

Looking back in history, countries are strengthened when they welcome positive changes. Such countries thrive more when they are accessible and inclusive (United Nations Department of Economic and Social Affairs, 2009). Malaysia faces a rapidly deteriorating sense of tolerance, understanding, moderation and respect for fellow citizens (Yusof & Zeiny, 2017; Norsana, 2011). Today's young people should instead concentrate on peace and stability, two of the primary drivers for Malaysians to increase their living standards. Sultan Nazrin Shah, the ruler of the state of Perak, which is one of the states in Malaysia emphasised, in one of his speeches in 2009 that formal training may not ensure that young people are able to generate new ideas or concepts. He further claimed that simply reading and interacting with textbooks raises unreasonable expectations, false stereotyping, misinterpretations and prejudices. Education, however, must take place further and across distinct contexts and cultures to guarantee that efficient change occurs in youth (Shah, 2009). The current education system does not effectively allow youth to adopt an enquiring mind. In order for youth to understand different cultures and people of other nations, the education curriculum in HEIs must promote world peace, peaceful resolutions, human rights, equality and to a certain extent freedom of expression.

The inclusion of peace education, environmental education and human rights education is also seen as crucial in raising GA (Reardon, 1988). Advocates of GA, stress the obligation of educators to help students develop not only in their fields but also to be efficient citizens of the school, society and the world. GA creates youth who are prepared to tackle issues and make suitable adjustments. To this end, the impact of GA is seen in the positive interdependence between the individual undergraduates and others.

The Council of Europe (Conferences 2008, 2010 & 2012), in their Global Education Guidelines, points out that without GA, youth would not be well-prepared to cope with challenges, increased global responsibilities and technological development. UNESCO (2018) report reaffirms that GA will

empower youth to deal with global issues by means of the desired knowledge, skills and values. In this context, UNESCO's Global Monitoring Report (2018), points out that when you understand the GA, you can generate realistic resolutions for contemporary global issues, without causing any negative results.

However, if the present education system were to be analysed, such significant links would not be pursued (Malaysian Education Blueprint, 2014). By finding out the extent of GA among undergraduates in PHEIs, this study hopes to raise GA or highlight the lack of it in PHEIs. The subsequent section moves on to examine the notion of GA and the extent of existence of GA in Higher Education.

Section Two

2.3 GA and Higher Education

2.3.1 GA at the National Level

In Malaysia, however, there is a lack of emphasis on GA in the educational system. One of the primary reasons for this is that GA is not the primary focus of the Malaysian educational system. Since Malaysia is a multi-cultural society, the emphasis in the educational system is on multiculturalism within Malaysia instead of at the global level. The pluralist society in Malaysia requires that individuals know how and why they are doing what they do within the context of the country itself (Ibrahim, 2013). In this regard, there is a lack of GA at the national level. It is essential that today's young individuals learn the various cultures and values of others, especially outside the Malaysian context. In Malaysia, it is education that enables individuals to communicate, respect, recognize and adopt distinct cultures within Malaysia. As previously stated, embracing a culture other than your own promotes diversity, shapes our identity and influences our behavior (Shah, 2017).

A lack of GA can be attributed to many conflicts and disagreements throughout the world, including Malaysia, a multi-religious country. Yusof and Zeiny's (2017) study reveals that Malaysia has experienced ethnic conflict and that the

government of Malaysia has implemented ideas and plans to eliminate ethnic conflict. But this has not been very successful. Besides, according to Yusof and Zeiny, it has been done by prioritising Malay and Malayness. His research further highlights Malaysia's brand of multiculturalism as merely managing diversity, which is rather distressing. Especially now, in order to counter the above challenges, raising GA among undergraduates in PHEIs may allow them to explore issues and challenges by way of tolerance and understanding each other. Raising GA eventually leads to recognition and respect towards beliefs of other individuals who make up the citizens of the world.

Regretfully, ethnic segregation has become an emerging feature in Malaysia's education system. Even though education is seen as a unifying force (Nasser, 2018), in Malaysia alternative streams are allowed to co-exist alongside the mainstream education. Raman and Tan (2010) in their study on the Malaysian education system reveal these alternative streams actually work against what the central mainstream education system is supposed to do; that is, foster ethnic integration. As Malaysia's education system allows ethnic segregation, enrolment in schools is based on ethnicity. Malaysians have a choice of either enrolling in the mainstream system or the alternative system of ethnic based schools. As claimed by Raman and Tan (2010) these alternative streams challenge the mainstream education and prevent the fostering of ethnic integration. Eventually, this segregation can be seen in HEIs as reported in the Sun Daily (2018) where lecturers claimed that undergraduates tend to gravitate to their own ethnic groups. This is indeed different from developing GA. If these undergraduates had socialised and had close interactions with friends who belong to different ethnic or religious groups during their schooling years, then it would be easier for them to make deep connections with people who have different beliefs and of different ethnicity. It is clear that there is a need to raise GA in higher education.

In addition, as individuals from various parts of the world travel outside their own nation, it is increasingly necessary for young individuals to be equipped with GA. In Malaysia, the Ministry of Education (MOE, 2018) reported that a total of 136,293 international students from 150 nations are currently enrolled at

higher learning institutions in Malaysia. This is indeed a significant increase compared to 81,000 international students reported in 2013. Being globally aware is the foundation of good communication and it involves the ability to be aware of one's cultural values, beliefs and perceptions (Quappe, 2007). Owing to this, it is important to ensure that the differences and similarities of other societies are respected, accepted and eventually adopted.

2.3.2 National Context – Malaysia

Higher education in Malaysia is formulated through public and private institutions. Malaysia currently has 20 public universities and 47 private universities (Education Guide Malaysia, 2018). With the introduction of PHEIs, Malaysian higher education today is considered more diversified than ever in terms of policies, providers, delivery and origin of undergraduates. This increase in PHEIs is also a positive sign for the implementation of GA in higher education.

In the eighties, a major education reform was undertaken in Malaysia, based on the educational philosophy documented in 1988. Any reform or new policy execution must therefore be subject to the Malaysian National Education Philosophy. This philosophy reads as follows:

Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, in order to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards and who are responsible and capable of achieving a high level of personal well-being to contribute to the betterment of the nation, family and society.

(Malaysian National Educational Philosophy, updated April 2011)

A closer examination of the national education philosophy reveals no mention of producing global citizens with high global knowledge, global competencies,

or global awareness. Although the Malaysian education system has undergone numerous changes in the six decades or so since the nation's independence in 1957, these changes have not included the production of global students. During this time, the education system can be categorised as the Consolidation Era when both the Razak Report (Razak, 1956) and the Education Ordinance (1957) merged (Ministry of Education, 2013-2025). This was followed by the Review Era when the Rahman Talib Report and Education Act 1961 were outlined. Much later came the 1979 Cabinet Report with a focus on fundamental education which was the 3Rs, i.e., reading, writing and arithmetic, strong spiritual education and some disciplinary elements. Consequently, Malaysia's education focuses heavily on National Education Policy. The product of the education system as stated is a well-balanced student in intellectual, spiritual, emotional and physical terms based on devotion to God. Since Islam is the country's primary religion, much of the education system is geared towards producing good Muslims, while the rest is geared towards non-Muslim learners with high moral values.

Researchers claim that a gap remains, specifically in the formation of national identity and integration. A recent study by Yusof (2017) proposes the notion of reconstructing multicultural Malaysia, but states that despite government attempts to instill unity among people, it remains as elusive as ever. As Yusof and Zeiny (2017) demonstrate, achieving national unity in a country where each ethnicity has its own distinct culture and legacy can be a difficult task. The emphasis in schools is most emphatically not on global issues, but rather on local ones. Another subject in the school curriculum which is thought to instil useful values is Moral Education. Moral Education for non-Muslim students was introduced in 1983 (primary schools) and 1989 (secondary schools). The aim of Moral Education is to produce students of high moral values, who will be respectable and responsible (Hin, 2007). However, a browse through the Moral Education syllabus shows that its contents do not reflect any elements of raising global awareness among students either. Balakrishnan (2010) in her study highlighted the fact that Moral Education in secondary schools contains an entire area devoted to patriotic activities. Balakrishnan (2009) sums up her views on Moral Education accurately when she said that it is merely inculcating in

students, ways they can show gratitude to the government for all its efforts to develop the nation and the people. It is hence noted that the Malaysian education system reflects a lack of awareness with regards to teaching about global issues among students, both in the primary and secondary schools.

In addition, the Education Bill was launched in 1995 to ensure world-class education in terms of quality education to meet national aspirations. Introducing technical and multitechnical education and regulating private education was further reinforced (Clark, 2014). Once again, there is little or no discussion on producing students who are globally aware and knowledgeable about global issues. Hatch (2017) further claims that neither the idea of GA nor the elements that constitute GA have ever surfaced where Malaysian education is concerned.

The ideas that led to the creation of the Malaysian National Education Philosophy as stated in Ministry of Education (2013) are rational and critical thinking, the five national principles, Malaysian society's cultures, and the education reports and ordinance. These ideas were analysed further, and some significant factors have been considered when determining the content and objectives of the Malaysian Philosophy of National Education. One of the key factors in raising GA is the religious factor as seen in the philosophy of education which aims to produce individuals based on a firm belief and devotion to God. Apart from that, social, political, financial and individual factors have also been considered. The global factor is the final determining factor listed. In this instance, although the international factor in education is not overlooked, it is important to note that we may need to re-look at our education philosophy.

Karim (2013) blatantly states that the education philosophy does not produce youth of standard and quality to be among the best of the world. There seems to be a lack of consideration for 'globalness' in the education curriculum (Karim, 2013). This is further enhanced when the Ministry of Education recognises that *Bahasa Melayu*, the national language, can promote unity. It cannot be denied, however, that English is the language of global interaction when it comes to encouraging GA. Therefore, it is essential that young people have excellent linguistic skills to explore and acquire understanding worldwide.

With regards to the present study, a good start to understanding GA in higher education would be the undergraduates' English language proficiency. A major issue here would be the poor proficiency of undergraduates in the public institutions as compared to the undergraduates in PHEIs. While Karim (2013) highlights the lack of globalness in the Malaysian education system, Omidvar and Sukumar (2013) stress that English language in higher education enhances GA. There has also been much discussion and concern about whether Malaysian undergraduates have the English language proficiency to attain GA (Sani, 2017). Given that, one can say that unity is far from being reached despite the use of *Bahasa Melayu* as the instructional philosophy in classrooms. Furthermore, under the Malaysian Educational Blueprint (Higher Education) 2015-2025, Malaysia plans to enrol 250,000 international students by 2025 (Jusoh, 2017). Thus, schools and HEIs should increasingly find ways to help students develop GA.

The need for inter-cultural respect and understanding of people of the world today is extremely important if we want to live in harmony. In comparison, the Australian Curriculum (2017), which was developed for Australian schools, promotes intercultural knowledge of learners while learning about their own cultures, languages and beliefs. Students are also required to engage with diverse cultures and create connections as well as cultivate mutual respect. This is in stark contrast to our own educational curriculum, which places little emphasis on students learning about other beliefs and cultures. In discussing GA in higher education, it is essential that undergraduates interact with diverse cultures and learn not to deny differences or expect people merely to follow one certain culture. It is therefore vital that young people embrace diversity, but that does not imply that we lose our own cultures. By possessing global awareness, undergraduates can in fact improve themselves to meet the challenges as globalisation issues continue to evolve. Therefore, apart from altering the education philosophy or even the education policy, it is essential that at some point in undergraduates' education life, they are taught to be aware of global issues surrounding them. In support of this, Nayan (2018) advocates the need to upgrade the Malaysian education system. Over the last few decades, the

country's education system has evolved, with each new education minister bringing in a new method that they hoped would improve education quality. However, Malaysia has made little progress in terms of incorporating global awareness or elements of global awareness in the education curriculum.

So, the question is, can the Malaysian Education Blueprint (MEB) 2013-2025, designed in a manner to improve the standard of education in Malaysia, also cultivate a rise in GA among youth? In recent times, when MEB was unveiled, the education community raised some concerns. Although changes always reflected the essence of education policies, none of these modifications have taken into account the improvement of education standards by generating school leavers who are on a par with, or able to compete at, a global level. In addition, Karim (2013) regrets that all these changes have caused a decline in the standards of education and quality of youth today. Malaysian school leavers are not as advanced as their peers from other, both developing and developed, nations, and neither do our students have the right exposure.

The following discussion on the MEB will primarily concentrate on whether there is a section in the blueprint which actively explores raising of GA in education.

2.3.3 Malaysian Education Blueprint (Higher Education) 2015-2025 (Ministry of Education Malaysia, 2015)

This section discusses the importance of incorporating GA into Malaysian higher education due to its absence in the MEB, which was introduced by the MOE in 2015. This section will start with a discussion of the MEB and its goals for higher education in Malaysia. This will substantiate the lack of consideration or inclusion of GA in the MEB for higher education. There is evidence from data analysis in the current study that there is a knowledge gap when it comes to raising GA in higher education.

The Ministry of Education began developing the Malaysia Education Blueprint (Higher Education) 2015–2025 in 2013. With input from Malaysian as well as international education experts, and other leaders and members of the public, the

blueprint eventually materialised. The end product is a blueprint that was developed by Malaysians, for Malaysians, and one that will guide and equip Malaysia and Malaysians towards becoming a high-income nation. In early April 2015, Malaysia announced the MEB 2015-2025 and with this the statement that the higher education sector would be transformed over the next decade. Under MEB, Malaysia plans to attract 250,000 international students by 2025 (Jusoh, 2017). The following discussion will highlight evidence to suggest that, while there is much to look forward to in terms of increased income generated by an increase in the number of international students, there are a number of significant concerns. These concerns include the study's focus on undergraduates' understanding of GA and whether MEB includes efforts to raise GA in higher education.

The development of the MEB consists of three important phases, as indicated Figure 2.3.

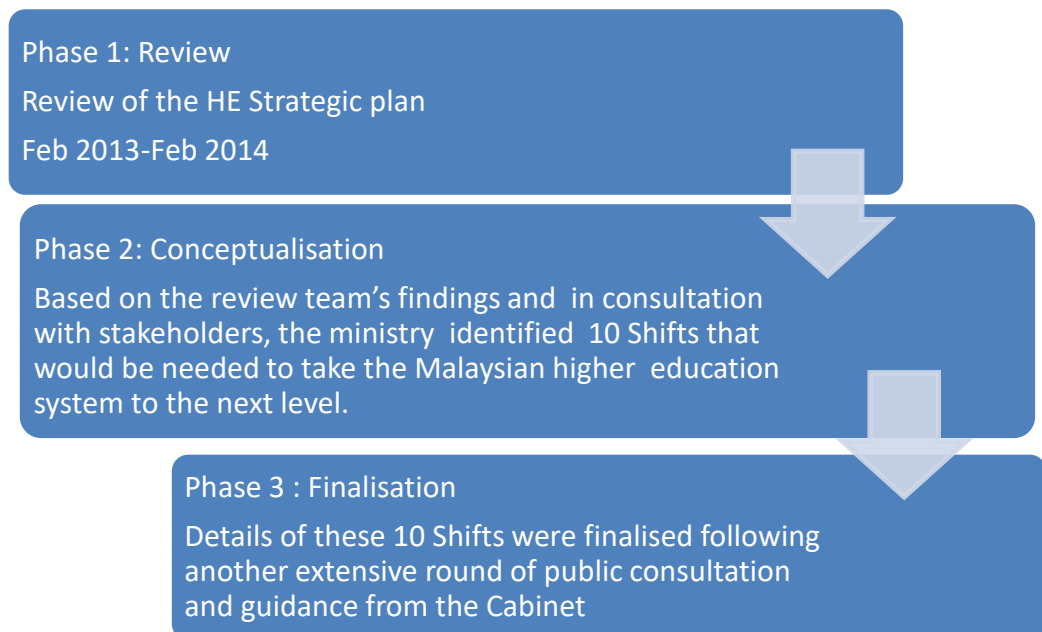


Figure 2.3: Development of MEB

Source: Malaysia Education Blueprint (Higher Education) 2015-2025

An important aspect of the MEB is the section devoted to the discussion on student aspirations. The foundation for individual student's aspiration would continue to rely on the National Education Policy's vision. However, the core elements in this section are the balance between knowledge and skills, and ethics

and morality. As stated in the MEB, the aspirations of the students are constructed around six basic characteristics: ethics and spirituality, leadership skills, national identity, language proficiency, thinking skills, and knowledge. The main aspiration of the Ministry of Education is to create a higher education system that ranks Malaysia among the world's leading education systems. However, there is neither a direct and clear statement nor an indirect interpretation in MEB 2015-2025 with respect to guidelines for raising GA or GA-related learning outcomes.

A deeper investigation into the numerous goals of the Ministry of Education reveals that none of them focus on raising GA among undergraduates in higher educational institutions in Malaysian. Instead, the area of focus is the six aspirations, which aim primarily on building a higher education system that becomes one of the world's leading systems of education. In other words, an educational system that is on par with global economy and one that would enable Malaysia to be a competitive nation.

The six aspirations identified in the MEB (2015) as stated by the Ministry of Higher Education, Malaysia is indicated in Figure 2.4.



Figure 2.4: MEB (2015-2025) Aspirations in Higher Education

In an era of globalisation, Malaysia's response to preparing undergraduates for future global and regional scenarios definitely requires the inclusion of international and intercultural understanding (Sirat, 2018). This is particularly true in higher education, where education is linked to the development of international understanding, as well as the knowledge, attitudes, and skills of

international-mindedness and world-mindedness (YAIDA, 2007). Despite the fact that the MEB clearly outlines the six aspirations, GA is not one of the aspirations considered.

2.3.4 Elements of GA in Higher Education Courses

The issues discussed in this section will describe and explore the compulsory courses that PHEIs are required to offer to undergraduates and investigate whether there exist elements of GA in these courses. The Malaysian Ministry of Education has played a crucial role in the development of the education system in PHEIs. Hence, this section will discuss the compulsory aspect in the curriculum which are Mata Pelajaran Pengajian Umum (MPU) and relate this to raising GA among undergraduates in Malaysian PHEIs. This will also provide a clearer view on the understanding of GA among undergraduates in Malaysian PHEIs, especially an indication of whether the undergraduates' source of knowledge of GA is in the curriculum.

Higher education or tertiary level education must go beyond intellectual cultivation. This is supported by Chickering (1993). All holistic and balanced opinions must be considered in any education system. Academic programmes should therefore aim to produce learners with knowledge, skills, and competencies in their areas of specialisation, while academic providers must also recognise that education should go beyond mere scholarly cultivation (Chickering, 1993). When designing the curriculum, it is important for HEIs to consider the content and the technical or vocational abilities needed for students to function efficiently as professionals and to contribute to a healthy and holistic student's personal development.

Reza (2016), in his study on perspectives of the Malaysian higher education system, recommends education that includes global issues such as climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. These are indeed elements that have been used to describe GA as indicated in several studies (Sirat, 2018; Bronstein & Jones, 2014).

Creating GA among undergraduates in higher education is an important step forward in higher education. Every undergraduate may come into contact directly or indirectly with challenges linked to problems or limitations at a world level. If it were part of higher education, With GA, learners can integrate their abilities in the classroom and apply the abilities they have learned in the classroom. GA should therefore be cultivated in the university where education would be able to generate graduates who are capable of managing the globalising environment, which is fast growing and demanding. This is further supported by OECD (2018) which addresses the need for a broad set of knowledge, skills, attitudes and values that prepare students for the future.

In the current study, the selected universities' vision is not only to produce employable graduates who are professionally competent, but also to produce undergraduates who are socially confident. This is as important as producing undergraduates who are aware of their surroundings, in terms of race, culture, religion, politics and geographical divide. In a recent article, Rasdi (2018) calls on both public and private institutions of higher learning to prepare undergraduates to 'win the war' on rebuilding Malaysia. Rasdi also emphasizes that there is a need for HEIs to shift their focus from science and technology to understanding race relations and religions. These are indeed components to be considered in raising GA.

One of the elements in raising GA is cultural awareness that includes discussing race relations and religion. Rasdi (2018) further opines that when it comes to PHEIs, the academics are too busy as they have to deal with an overload of teaching hours and so do not have sufficient time to discuss global issues. According to Rasdi, an open discussion on race and religion, may result in the VC or the institution's owners being called up by the Ministry. This itself lowers GA amongst undergraduates. Rasdi (2018) suggests that race relations and religion be emphasised in the curriculum of higher education institutions. This is explicitly stated in the MQA's prescribed MPU courses. These are particularly taught in MPU Hubungan Etnik or Ethnic Relations course. This course, on the other hand, is only available to Malaysian students and focuses on local religions and cultures. This defeats the purpose of incorporating GA into the curriculum

of higher education as it is only for Malaysians and the syllabus does not include other races and religions outside Malaysia.

At HEIs, career development, as well as value and affective growth are considered in the curriculum of the various programmes. In the past few years, the Malaysian Qualifications Agency (MQA), has pushed for '*kemahiran insaniah*' or soft skills development among undergraduates. Hence, the creation of *Mata Pelajaran Pengajian Umum* (MPU) courses or General Studies (GS) courses in PHEIs in response to this call to focus on the growth of soft skills.

Effective from September 2013, the Ministry of Education Malaysia has officially announced the offering of General Studies or *Mata Pelajaran Pengajian Umum* (MPU) to replace the Malaysian National Subjects (MNS) for all PHEIs in Malaysia. Therefore, with the MPU offerings in the PHEIs education system, all international and Malaysian undergraduates must register, undertake and complete these General Studies courses as a prerequisite in order to obtain a bachelor's degree (MOHE, 2013).

The aim of General Studies is to provide Malaysian and international undergraduates with a holistic education across the disciplines and possibilities to engage in diverse, life-long learning skills while acquiring valuable knowledge (MOHE, 2013). The General Studies programme consists of four wide classifications: MPU U1: Philosophy, Values and History Appreciation; MPU U2: Soft Skills Mastery; MPU U3: Broadening of Knowledge in Malaysia and MPU U4: Community Project Management.

However, based on the stipulated guidelines from MQA as noted above, a further investigation into the above categories clearly shows that the focus is on Malaysian elements and not global issues. So, it can be said that the GS courses are designed for locals and internationals to familiarize themselves with Malaysia. Again, there seems to be no particular reference to any elements related to GA.

In a study conducted by Muslim, Samian and Musa (2015), they concluded that the GS courses offered in HEIs are primarily intended to promote national identity through knowledge expansion and mastery of human skills. They went on to say that one of the GS courses, Islamic Civilization and Asian Civilization, is designed to produce students who appreciate human values and identity. At the same time, Muslim, Samian and Musa highlighted other elements that should be included. They proposed that elements of science and technology be included in the Islamic Civilization and Asian Civilization course or known as *Tamadun Islam dan Asia Tenggara (TITAS)*, particularly in terms of the roles and contributions of science and technology to world civilization. While the development of soft skills is an important consideration when designing university courses, it should not be the only one. A previous study by Muslim, Ibrahim, and Buang (2011) highlights the evolution of higher education from colonial times to the current globalisation era and the importance of including multiculturalism in higher education. Their study, however, only provides the context of Malaysian multiculturalism, namely the three major ethnic groups in Malaysia: Malays, Chinese, and Indians, which are the focus of one of the MPU courses; Ethnic Relations or *Hubungan Etnik*. There must be other aspects of GA that should be considered.

Austin & Sutton (2015) state that the outcomes of courses designed for university must include other personal dimensions such as understanding the self, developing moral consciousness and ethical integrity, and inculcating social responsibility. Therefore, an integrated strategy must be taken that covers all these aspects to achieve HEI's aim of creating graduates with intellectual, social and emotional competence.

2.3.5 GA and the International Context

The following discussion provides an overview of GA in parts of the world other than Malaysia. This is in contrast to the Malaysian context where GA has not been included in education.

HEIs must play an important role in developing GA. Her Highness Sheikh Mozza binti Nasser, a UNESCO special envoy for Basic and Higher Education (Time, 2018) believes that education is hope for a better future especially in today's fight against terrorism. Nasser further suggests that young people should have education that provides them with the critical skills and resilience they need to reject hate and violence. Hence, a GA curriculum could provide the essential components that PHEIs require. Conflicts around the world may also occur due to a lack of understanding and non-acceptance of others. We also communicate and acknowledge our differences as we retain a feeling of who we are, rather than denying them or expecting others to simply follow our culture. In addition, GA also means we are able to navigate politically charged conversations, as GA reshapes our lives and the way we relate to one another (Schwartz, 2008; Ehrenfeld, 2012). In an early study by Georgescu (1997), his analysis of the Global Education Charter for the Institute of Educational Sciences in Bucharest, points out that GA is an important element in schools and HEIs. Kusman (2013) sees a lack of GA among undergraduates as an obstacle to advancement in today's world. The North-South Centre of the Council of Europe (1997) further supports this and advocates that the council work to promote GA in the formal education system. In his paper Georgescu (1997) urged the United Nations, UNESCO and the Council of Europe to work together to promote GA. This was due to the growing interdependence and high need for positive change at a global level. GA is essential to broaden one's knowledge horizon and enable one to reflect critically on one's identity and way of life. In other words, GA enriches one's life as it instills life skills (Georgescu, 1997).

Under their global mission, the implementation of GA by Fairleigh Dickson University in New Jersey (2000) deemed GA a learning paradigm; this is one that encourages awareness and the implementation of global issues and interdependencies in education across all disciplines. The university performed a survey, promoting GA as a topic which includes the development of understanding, critical thinking and problem solving. Then, it was decided that these are areas that are pertinent for learners to express their opinions and obtain useful insights into the world. The inclusion of GA was further deepened into

higher education (Altbach, 2009) and also promoted in higher education (Simm, 2017; Killick, 2015; Kenna, 2017).

Several researchers have indicated that GA has slowly become recognised as an important pedagogical perspective of considerable value, especially in higher education (Mitchell, 2012; Mynbayeva, 2017; Aristovnik, 2020). An OECD (2020) report, drawing lessons for the United States from countries where students performed well in PISA, identified global competencies as characteristics of high-performing education systems. As previously stated, the concept of global competencies is very similar to the element of GA in this research.

Global Education: European Union (2010) points out that GA is the enforcement of critical and multifaceted thinking that involves the rest of the world. In this case, GA encompasses many aspects that include human rights, citizenship, environment, health, cultural awareness and justice. Furthermore, in terms of learning outcomes, content, teaching methods, and evaluation, the GA international curriculum incorporates intercultural and global dimensions (José Sá & Serpa, 2020; Krebs, 2020; de Wit & Leask, 2015). These are the fundamental components of GA, and they should be recognised as elements to be incorporated into our higher education curriculum.

In view of GA in higher education, there are differing opinions on whether it should be incorporated into existing courses or included as a separate course. Global Teacher Project (2006) does not consider GA a stand-alone subject. Global Teacher Project, a UK based organisation, further supports the inclusion of a global dimension in the education system. This project, which is funded by the Department of International Development, UK, promotes GA throughout the training of teachers. GA is a dimension that runs through the curriculum. Here, GA is regarded as a filter to help children to understand all the information and opinions the world gives them. The core area of concern in GA is the various cultures in the UK and elsewhere, causes of poverty, inequality and the environment. In addition, the Global Teacher Project (2006) defines GA as a study of cultures and the issues they face.

In the past, various papers linked to the growth of GA have already been established on a global stage by many researchers (Kenna, 2017; Ryan, 2013; Harris, 2008; Clifford, 2009; UNESCO and UNEP, 1987). Many of these documents have been widely referred to and helped to develop GA as it is defined today.

One of the earliest discussions of GA was the United Nations, General Conference in San Francisco (1978), its Article 26, discussed the Universal Declaration of Human Rights. Here, it is further stated that the role of education is in enhancing respect for human rights. Article 26 also states that education must foster a level of understanding, tolerance and friendship for the maintenance of peace between all countries, races or religions. In our local curriculum, particularly in higher education, this significant role of education has not been studied. While peace is required through tolerance, friendship and understanding through the physical environment and policy, the Malaysian education system does not include GA at the primary, secondary or tertiary levels.

Formal education should be viewed in any form as a process through which young people can develop their potential to the maximum (OECD, 2018; UNESCO, 2013; UNICEF, 2007). In a United Nations Conference in Rio de Janeiro (1992), GA is considered a critical training component to promote sustainable development and to improve the condition of the citizens. As a result, this study looks at GA among undergraduates and GA as a component of higher education that can be a positive force in building a better nation.

2.3.6 The concept of knowledge, skills and participation in GA

This study examines undergraduate's GA from three critical perspectives: knowledge, skills, and participation. These perspectives are evaluated based on how participants examine, comprehend, and engage with global issues, cultures, and connections. As a result, the Global Awareness Checklist developed by

Czarra (2003) was adapted for this study to investigate GA among undergraduates in Malaysian PHEIs. The Global Awareness Checklist was created by Czarra (2003) on the premise that GA can be divided into three major themes: global issues, global culture, and global connections. These major themes are investigated from three perspectives: knowledge, skills, and participation. Undergraduates need global awareness to be successful in the workforce of the twenty-first century. As a result, the current higher education curriculum must ensure that graduates develop the knowledge and skills needed to interact responsibly with social and natural communities, as well as participate in both local and global issues.

Czarra's Global Education Checklist (2003) is a comprehensive, easy to use, survey that will help us gain a thorough understanding of the various components of global awareness. It will help assess how well our undergraduates are prepared for the globally connected world of the 21st century. These three perspectives; knowledge, skills and participation cut across all academic disciplines such as geography, history, world languages, health, science, and the arts. Undergraduates should be encouraged to participate actively at the local, state, and national and international levels in civic duty through relationships with our economic, social, and political systems.

In summary, Czarra's (2003) checklist is a useful self-evaluation instrument. It was used to objectively assess GA in the different areas under consideration and provided evidence for a self-evaluation report that included qualitative and quantitative evidence to support answers to the research questions.

Section Three

2.4 GA Frameworks (GAFs) and Models for the Implementation of GA in Higher Education Outside Malaysia

The definitions and characteristics of GA in HEIs were made clear in the previous sections. As this study focuses on GA in higher education, it is considered essential to establish the need for GA and GA components. The

purpose of this section is therefore to review the currently available and practiced GA-related framework outside of Malaysia. The findings in this section will contribute to a better understanding of GA and its components that can be applied in the Malaysian higher education curriculum.

Most of the nations that have introduced GA into their higher education are developed nations such as Germany, the Czech Republic and Australia. The GAFs analysed for this study came from these three countries as they were the only countries that shared their GAF and enforced it effectively as part of their national educational programme. The need to increase GA among undergraduates in Malaysian PHEIs and the elements to be included in a GA course, if necessary, can be determined by analysing GAFs from these countries.

The review of the GAFs as implemented in Germany, the Czech Republic and Australia as well as the GA components of these GAFs can be used as a guide for the implementation of the GA through the curriculum in the Malaysian PHEIs. The aim of the discussion in this section is also to learn about the features of GA as they are integrated into in the respective educational curriculums and consequently form a common set of features as the basis for the instruments in this research design, which includes the formulation of questions for the questionnaire and the focus-group interview.

2.4.1 GAF 1: GA Framework and Model in the Federal Republic of Germany

2.4.1.1 Introduction

This framework was approved on 14 July 2007 by the Standing Conference of the Ministers of Education and Cultural Affairs, Federal Republic of Germany. This is based on the outcome of a joint effort by the standing conference of the Ministers of Education and Cultural Affairs (KMK) and the German Federal Ministry for Cooperation and Development (BMZ). Following this was a second and extended edition by Shreiber and Siege in 2016. This project aims mainly at integrating global awareness in their curricula at school. The focus is on ensuring that the quality of education is the basis for sustainable development in times of increasing global challenges.

The debate about creating a sound GAF requires consideration of the present challenges faced by schools in preparing children as well as young adults to participate more effectively in global development. In today's global scenario, a deeper understanding and knowledge of globalisation procedures and exposing young children to the concept of globalisation has become vital in the worldwide context. In education, it is essential to provide the young with the abilities needed to analyse the current global situation critically. Tichnr-Wagner (2016) argues that children today face the gap between what schools are teaching and the skills young people actually need to learn. He further argues that rather than memorizing facts, schools should teach young people to be critical thinkers and problem solvers. These are the skills that exist in this framework.

2.4.1.2 Overview

This is an all-inclusive framework that covers both classroom and out of school activities. It also examines the demands for particular topics and learning fields that incorporate the creation of GA and evaluates them. Furthermore, the framework provides suggestions and recommendations for courses involving interdisciplinary areas and teacher equipment and addresses complex worldwide problems in teaching.

The four primary elements of this structure are society, the economy, politics and the environment. These elements are connected to different structural levels like individuals, families, organizations, communities, states, territories, regional, transnational elements and the world. The framework also clarifies which concepts or elements must be strongly integrated within the different topics. These components support the various definitions of GA and elements of GA as discussed in the beginning of this chapter.

Experts from the UN Decade of Education for Sustainable Development have also shown considerable interest in this framework. Prof. Dr. E. Jurgen Zollner, who is the President of the Standing Conference of the Ministers of Education and Cultural Affairs, continuously praised the framework (Global Awareness Education, Germany, 2007; updated 2019). According to him, this framework serves as the grounds for international development and education issues. He stressed further that only if students understand the complexity of the inter-relationships and how this can contribute to sustainable development are they able to actively engage in shaping the world.

2.4.1.3 The Components of GA

The four components of this framework are further divided into sub-components as explained in Table 2.2.

Table 2.2: The Four German Developmental Target Elements

Components	Sub-Components	Thematic Areas	Competencies
Social Justice	<ul style="list-style-type: none"> ◆Social balance ◆Social services ◆Poverty-reducing conditions 	<ul style="list-style-type: none"> ◆Diversity of values, cultures and living conditions ◆Globalisation of religious and ethical guiding principles ◆Healthcare ◆Globalised leisure time activities 	<p>Recognition:</p> <ol style="list-style-type: none"> 1. Acquisition and processing of information 2. Recognition of diversity 3. Analysis of global change
Ecological Sustainability	<ul style="list-style-type: none"> ◆Environmental protection and natural resource management 	<ul style="list-style-type: none"> ◆Opportunities and dangers of technological progress ◆Global environmental 	<p>Evaluation:</p> <ol style="list-style-type: none"> 4. Shift of perspective and empathy

	<ul style="list-style-type: none"> ◆Biodiversity preservation ◆Support of renewable energy 	challenges	5. Critical reflection and formation of opinion 6. Assessment of developmental aid measures Action: 7. Solidarity and co-responsibility 8. Communication and conflict management 9. Capacity to act on global change 10. Participation and active involvement
Economic Productivity	<ul style="list-style-type: none"> ◆Trade and financial systems ◆Growth with poverty reduction ◆Economic cooperation 	<ul style="list-style-type: none"> ◆Commodities from around the world ◆Food and agriculture ◆Urban development ◆Globalisation of economy and labour 	
Good Governance	<ul style="list-style-type: none"> ◆Gender equality ◆Human rights ◆Democracy ◆Peace 	<ul style="list-style-type: none"> ◆Peace and conflict ◆Poverty and social security ◆Immigration and integration ◆Democracy and human rights ◆Development cooperation ◆World order 	

Social justice is the first major issue. The sub-themes cover social balance, social services, and poverty-reducing conditions. The second part of economic productivity addresses trade and financial systems, growth and poverty reduction and economic collaboration. Next, is ecological sustainability. It is further divided into protection of the environment and conservation of natural resources, conservation of biodiversity and promotion of renewable energy resources. Good governance is highlighted in the final component. The sub-themes include equality between men and women, human rights, democracy and peace. Since the objective of this structure is not an independent framework, the different topics are intended so that the subjects and discussions can be integrated easily into the different fields of study. The distinct subtopics would contribute significantly to distinct fields in this context. For instance, a lesson in biology would relate to the environmental issue. The debate would be based on the impact of humanity on the environment, the preservation and use of natural assets and the manufacturing of electricity. The problem of excellent governance can be addressed in a Civic Education class, for example, and how this can lead to world order.

Planners for this framework hope that it will help Germany shape the curricula of all schools involved in the education system. Thus, the framework would become an important component of the education system by integrating it into the curriculum. This can now be done in the context of assistance from every academic institution that wants to tackle globalisation issues.

This framework provides a strong basis for ongoing attempts to integrate global development education into the education system. A summary of this particular GAF is presented in Figure 2.5.

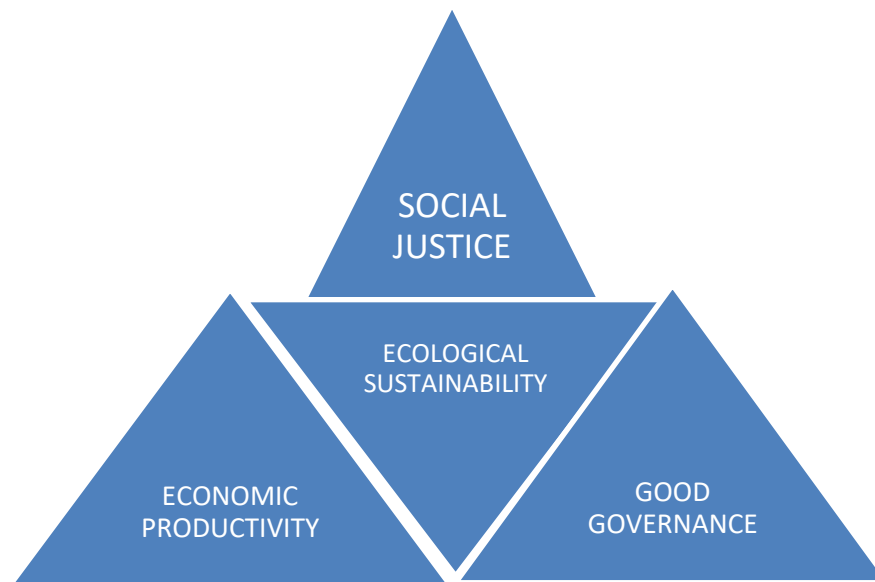


Figure 2.5: The Four German Development Policy Target Elements

2.4.2 GAF 2: GA Framework and Model in the Czech Republic

2.4.2.1 Introduction

This GAF is the result of the findings by the Ministry of Foreign Affairs, Czech Republic in 2011, that the awareness of the Czech public of worldwide problems and ways of resolving these problems remained generally low. A Euro Barometer survey conducted in the Czech Republic in 2001, revealed that only 17% of Czechs had an understanding and overview of poverty problems, humanitarian crises and numerous other issues related to global awareness. The study also concludes that the worldwide problems faced by developing nations have very little or no influence in their life for the majority of Czechs. Therefore, the Ministry of Foreign Affairs calls for the education system not only to focus on transfer of information but also on the growth of skills, values and beliefs, in order to increase public participation in addressing or tackling worldwide problems.

2.4.2.2 Overview

The National Strategy for Global Development Education was launched with the collaboration and suggestions from the Ministry of Education, Youth and Sports and the Ministry of Foreign Affairs. This framework is divided into two main objectives. Firstly, it defines the goals, topics and principles of global development education, and secondly, it discusses five-year strategic growth initiatives.

The word ‘Global Development’ in the Czech language is derived from the English use of Global Education. As used in this context, Global Development Education may be described as a lifelong instructional method to help individuals realize the differences and similarities in life between the populations of developing and developed nations.

2.4.2.3 Components of GA in the Framework

Figure 2.6 further summarises the four main areas that are believed to be essential in producing the right mix of GA in a person.

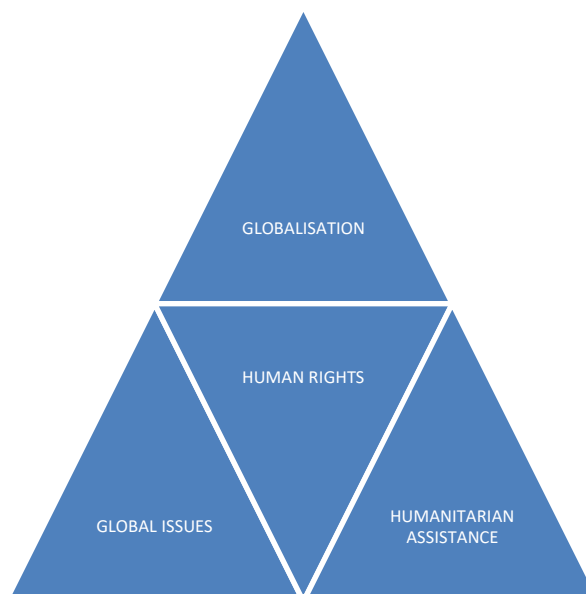


Figure 2.6: The Components of Global Awareness Education: Czech Republic

According to the aims of the Czech Republic Global Education framework, the main purpose is to educate the young people so that they are willing to accept their share of responsibility for the situation in the world they live in. To this end, the framework focuses on four important elements; globalisation, human rights, global issues and humanitarian assistance.

2.4.3 GA Framework and Model in Australian Institutions

2.4.3.1 Introduction

In 2002, after an extensive consultation with academics and other organisations, *Global Perspectives: A Global Education Framework for Australian Schools* was developed in 2008 (Education Australia, 2008, 2010 & 2011)

The Australian Education system involves global education teaching at all levels of education and across all fields of learning. The framework is based on the conviction that as learners evolve, they must be encouraged to show a deeper

understanding of values and to use these values and other abilities to participate in national and global communities.

The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century asserts that GA is one of Australia's educational priorities. The growth of GA is very much based on the various levels of education in Australian schools (Education Australia, 2008, 2010 & 2011). In the early years of schooling, children are motivated to learn how they are connected to other people and places. At this point, the GA component seeks to gradually create a sense of diversity, involving individuals, sites, culture, languages and religions, in children. The GAF acknowledges the critical need to introduce one of the fundamental principles of care in young people. In other words, beside the development of an understanding between cultures, global education hopes, at an early point, to support care for other individuals and the environment as well as sensitivity to other people's requirements and opinions.

Soon afterwards, learners start to broaden their world knowledge and acknowledge the differences between societies and cultures. Thus, in the middle and upper primary years, GA is continued. Students are beginning to comprehend and absorb diversity at this point. They begin to realise that global decisions, events and movements have an impact on individuals from all over the world. Gradually, there is a development of ethical accountability and a sense of social justice deemed appropriate in a global context.

Knowledge and an awareness of worldwide problems is further expanded in Australia's education scheme in the following phase of schooling. At the lower secondary levels, students are expected to explore their obligations as a global citizen in the context of other issues such as poverty and social justice. They would then start examining the social, cultural and political connections between Australia and other countries around the world. The framework also extends the scope to discuss the contributions of persons in other nations who have helped to attain civil and political rights.

The final phase for GA is at the mid-and high-school levels. Students at this point understand more clearly the local, regional and global consequences of being a part of this globalised world. At this level too, the range of issues discussed calls for thinking abilities which are designed to investigate and address issues relating to politics, social, economic and cultural, as well as human rights. GA's objective at this stage is for these young people to study and react to global incidents and how these occurrences have an impact on Australians and their relations with the other nations.

2.4.3.2 Overview

The GAF emphasises values and attitudes in Australian classrooms. The learning of values and attitudes is regarded as highly important and applied according to education phases. As implemented in Australian schools, one of the key components of the worldwide view involves active citizenship. Students are trained to engage actively in local operations and campaigns in their communities. This should promote worldwide justice and human rights. The primary focus of global education in Australian schools really is to make sure that the information taught can go beyond the academic classroom and concentrate on developing a person , which is lifetime education.

The GAF also places emphasis on the media in addition to active citizenship. The focus of this learning strategy is on developing an appreciation and understanding of the role of the media, such as the newspapers, the Internet and television. Australian learners will be able to better comprehend the fundamental questions, assumptions and contexts in the media via different media views. The primary objective of this content is to ensure young people can differentiate between facts, interpretations and views.

Interestingly, Australian schools are also focusing on challenges of stereotyping and participation in controversial or contentious issues. which can be described as ethically or politically contentious and that lead to contradictory views and opinions. According to the framework, a crucial learning point around these controversial issues is that it provides the academic growth and development of the learners. Discussion of certain sensitive issues relating to conflict resolution

and human rights abuse, can provide young people with the opportunity to think critically, to learn about emotions and eventually to have better decision-making skills.

2.4.3.3 Components of GA in the Framework

The framework further explores the concepts of the suitable school environment, and the teacher teaching processes and how these have an effect on the learning of the students. Teachers are needed to shape their learning techniques to include unbiased, open-minded, inclusive, insightful and fair-minded thoughts and values intrinsic in worldwide consciousness.

The framework emphasises some of the procedures of learning that need to be adjusted to meet the aims of the GA programme. These suggestions include the following kind of teaching processes educators want to consider for their learners as seen in Figure 2.7.

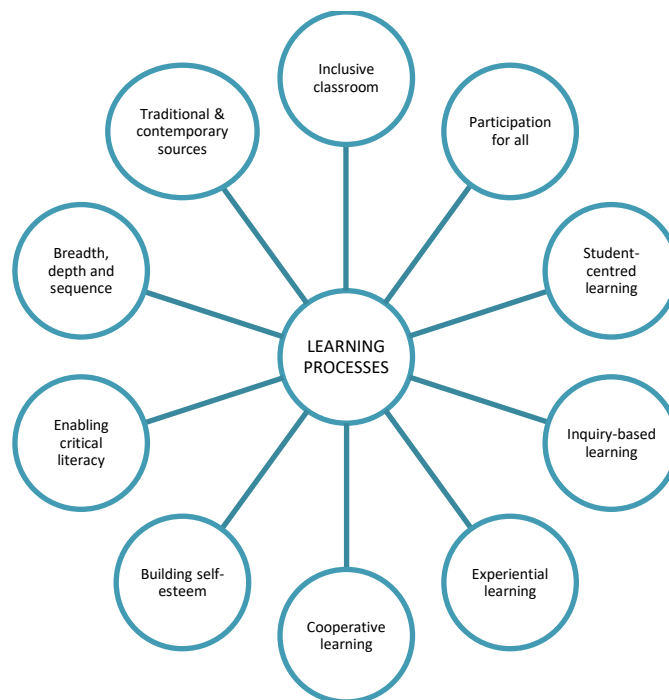


Figure 2.7: Global Awareness Components: Australian Schools

Source: Education Australia. (2008, 2010 & 2011)

In order to optimise the impact of the course, GA in education programs should not just concentrate on content but also methodology and delivery as presented in Figure2.7. The course environment should be all inclusive and reflect the

various cultures and backgrounds of these learners, from seating arrangements to pictures on the walls. This would improve the interaction and communication between students and the teacher in the classroom. Gender stereotyping can also be avoided if group members or associates are selected. The involvement of all learners, regardless of ethnicity, culture and ability, should also be encouraged. Each student should have equal opportunity to undertake different roles and to have their voices heard.

The framework also explores the different kinds of teaching to be carried out. For the student-centred learning, teachers generate or select appropriate materials and activities appropriate to the understanding, abilities and experience of their learners. During the learning phase, there are clear relationships with the learner, their families and appropriate worldwide problems. Student-centered learning focuses upon promoting learners to contemplate problems relevant to their age group; to ask questions, to discuss them, to negotiate and ultimately act on the issues concerned. Educators who teach GA also use the inquiry-based technique of learning. This way, learning becomes a journey of discovery. This approach is regarded as relevant as it encourages critical thinking and a powerful sense of accountability for learners to attain the goals of global awareness. Experiential learning and cooperative learning are two kinds of learning procedures in this framework for Australian schools. Through experiential learning, learners learn through hands-on experience, on-site visits and guest lecturers. Role plays and simulations are also encouraged because they help them explore distinct views and understand complex global issues. Cooperative teaching, on the other hand, calls on learners to work in pairs or groups. This kind of teaching method is thought to encourage learners to negotiate, compromise and collaborate to resolve disputes and ultimately to react positively to global issues in the future.

Building self-esteem would create a favourable picture and make students more confident when conflicts are solved, according to the Australian Schools Global Education Framework (Education Australia, 2008, 2010 & 2011). Furthermore, when educators provide a variety of print or visual texts, particularly about different cultures and nations, they foster the ability to think critically about

points of view and arguments. The framework also describes how important it is for learners not to develop prejudices and bias, which are regarded as adverse.

The framework will also encourage educators to reflect on the depth and complexity in which global awareness issues are studied in every phase of education, in addition to facilitating critical literacy. Based on the experience, the comprehension and awareness of the learners, the structure of the GA class needs to take into account the variety and disparity of the learners. The final element is the use of traditional or modern sources. GA teachers are constantly reminded to make use of various sources from other regions and nations. The selection of resources must also provide the Australian learners with the required coverage to establish suitable links between Australia and Australians, including the indigenous people and cultural diversity.

Summary of GAFs

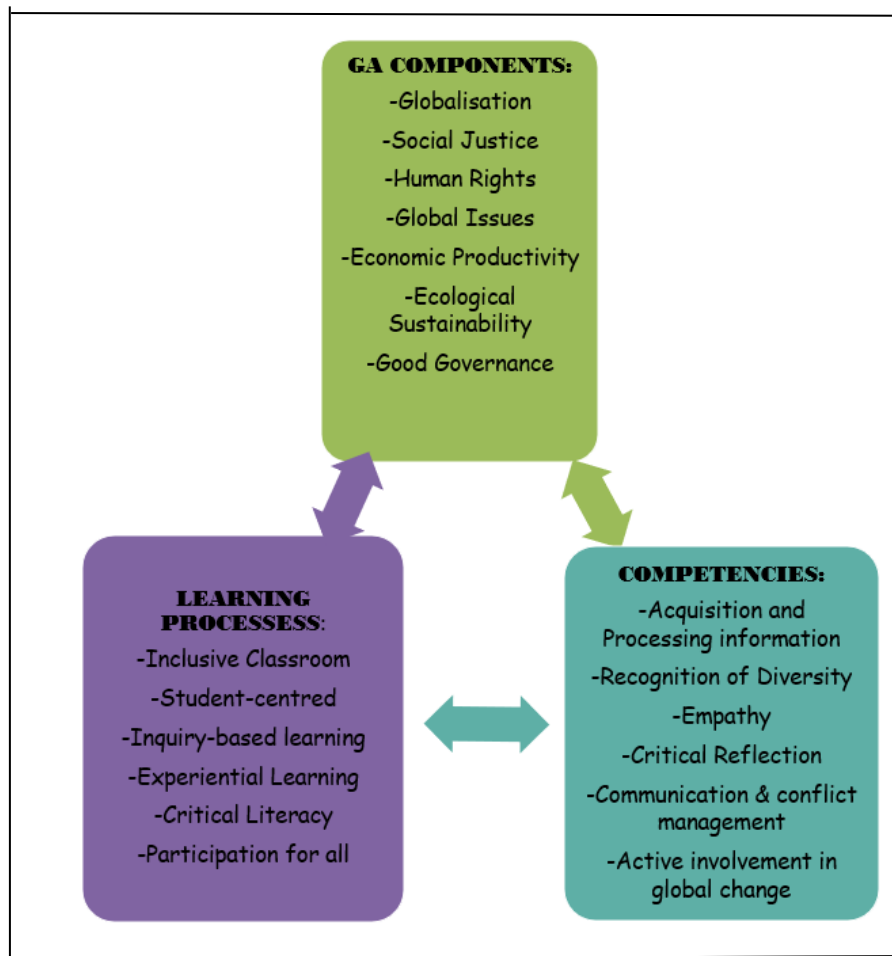
In summary, the three GAFs analysed for this study were chosen because these were the countries that shared their GAF and effectively implemented it as part of their national education programme. The GAF models from these three countries offer a sound conceptual framework for considering how PHEIs can foster students' GA through appropriate and effective integration of the various GA components. The three frameworks provide a model for conceptualizing the essential components of GA. Based on the GA frameworks of these countries, the components, competencies and learning processes are indicators of key elements towards enhancing GA for Malaysian undergraduates.

When it comes to conceptualizing a GA framework, the three frameworks discussed appear to have several similarities. In all three frameworks, human rights are by far the most frequently mentioned element. While Australia focuses on values and attitudes when it comes to developing GA, Germany and the Czech Republic have outlined very specific areas in which GA can be fostered. Global issues such as the economy, the environment, conflict resolution, and good governance are examples of these areas. Knowledge in these areas, as well as skills taught during the teaching process, as outlined by the Australian GA

framework, encourage students to take an active role in coping with and managing global issues. In comparison, while these are important aspects of GA, they are lacking in Malaysian education and are not discussed in the MEB.

In essence, the elements highlighted here are possible elements that can be included when developing GA content for PHEIs in Malaysian PHEIs. These frameworks emphasise knowledge, skills, and participation in raising GA. Figure 2.8 depicts the key components of the global awareness framework discussed above, the competencies and learning processes that can be implemented in Malaysian higher education to increase GA among PHEI undergraduates.

Figure 2.8 Key Elements for GAF that can be Adopted to the Malaysian Context



2.5 Conclusion

This chapter has provided the discussion of the literature undertaken in this study. The chapter began with the definition of GA in higher education and the explanation of the word ‘understanding’ in higher education. GA, as discussed, has a wide variety of definitions. GA is defined in the current study as knowledge and understanding of the world's environmental, social, cultural, economic, and political impacts. It encompasses a broader definition that includes global competencies and education, as well as skills, values, and the ability to participate in global issues.

This chapter highlighted gaps in the knowledge and understanding of what GA is, which is the subject of this study. Research gaps with regards to GA in Malaysian higher education, as well as GA among undergraduates, both Malaysian and international, were also brought to attention in this chapter. Due to these gaps, GA among undergraduates in Malaysian PHEIs requires further study and inquiry. The issues highlighted in this chapter as well as the GA frameworks presented are also instrumental in understanding the findings of the data collected. This chapter provided information on the significance and impact of GA, as well as a discussion of the Malaysian Education Blueprint 2015-2025. In-depth discussions about the GA system as applied in developed countries as well as elements that form GA in these frameworks were also included. The issues addressed in Chapter 2 provide convincing studies and statements on how important it is to raise GA in Malaysian PHEIs as well as the elements that can be considered in fostering GA.

The following chapter, Chapter 3, will present the research design and methods used in this study.

Chapter 3

Research Design and Procedure

3.1 Introduction

This chapter discusses and presents the justification for selecting the research methods used to achieve the objective of the study. The objective of this study is to investigate GA among undergraduates in Malaysian PHEIs, identify their sources of GA, and compare the similarities and differences between the Malaysian and international undergraduates in the areas mentioned. The discussion includes a description of the research design, the research instruments used, and the data collection procedures. Following this is a discussion on the use of the mixed-methods approach, the definition of mixed-methods as used in this study, and the rationale for choosing the mixed-methods design. Information on the population, sampling and outcomes of the pilot study are also presented. Finally, the chapter ends with the ethical considerations and a reflective statement of the study.

3.2 Research Design

A research design includes the hypotheses and the operational implications that lead to the final data analysis (Babbie, 2013; Rowley, 2014) which ensures that the procedures and tasks to complete the study are adequate in order to obtain valid and objective answers to the research questions. Moreover, the right type of study design improves the chances of acquiring data to achieve the desired outcomes (Burns and Grove, 2001).

3.2.1 Sequential Explanatory Mixed-Methods Research Approach

This study adopts the sequential explanatory mixed-methods design as it employed both qualitative and quantitative methods. The data for the sequential explanatory design are collected over time in two consecutive phases. As a result, in the first phase the researcher must first collect and analyse quantitative data. In the second phase of the study, qualitative data are collected and

compared to the quantitative results. The data for the sequential explanatory design are collected over time in two consecutive phases.

This research design was advantageous in terms of gathering and analysing information, as well as providing answers to gain a better understanding of the research problems. The purpose of combining sequential quantitative and qualitative data into one study is to provide greater understanding and insight into the research topics that would not have been obtained by analysing and evaluating data separately. The results of the interviews help to explain the results of the quantitative data (Bowen, 2017).

This mixed-methods design was chosen for several reasons. Firstly, it provides the underlying principles that guide the research when collecting, analysing and consolidating the quantitative and qualitative approaches at various stages of this study. In addition, as opposed to using only a quantitative or qualitative approach, this design allows the researcher to evaluate, compare, and converge the quantitative and qualitative findings. The mixed-methods study was also chosen because it provides different perspectives from undergraduates, which leads to a better understanding of the research problems and allows the researcher to plan and conduct the study more efficiently.

The mixed-methods approach is mainly designed to look at the research question from various points of perspective and appropriate angles. Greene, Caraceli and Graham (1989), and Creswell and Plano (2011), who are considered proponents of the mixed-methods approach, strongly emphasise the use of this method for more accurate data collection and analysis. This design provides the best of both worlds to researchers: a thorough, contextual and natural understanding of quality studies with the more efficient force of quantitative research (Burns and Grove, 2001). A mixed-methods strategy enables the researcher to address the problem from distinct perspectives, using distinct approaches. This research design will enable the researcher to achieve relevant responses to the research questions which guide this study. Moreover, a combination of qualitative and quantitative studies will provide more data and a better outcome (Tashakkori & Teddlie, 2010).

The quantitative component of this study collected primary data from 378 participants via a survey, while the qualitative component collected data from four focus-group interviews. In addition to primary data, the researcher examined secondary data. Secondary data sources include published journals, articles, and literature, as well as the GA framework and the Malaysian Education Blueprint 2015-2025, with a focus on higher education. The mixed-methods approach enabled the researcher to define GA and provide a deeper understanding of the perception of GA among the international and local undergraduates in PHEIs, as an end result, this study provided the necessary support for the incorporation or inclusion of GA in the curriculum of the Malaysian PHEIs.

Even though the mixed-methods research required additional time due to the need to gather and analyse two distinct data types (Creswell and Plano, 2011), the decision to use the mixed-methods approach, is viewed as the most appropriate method which allows the researcher to analyse and understand the research questions better. By doing so, the researcher was able to compare and converge findings of both the quantitative data from the survey and the qualitative data from the focus-group interviews to produce a richer end result.

Although there is a clear distinction between qualitative and quantitative techniques, using both for the same study can be complementary (Saunders & Bezzina, 2015). The following sections discuss the choice for the data collection and analysis method for this study.

3.2.2 Quantitative Research: Survey

The quantitative research method used in this study was a survey questionnaire (Appendix A), which obtained responses from final-year undergraduates at Malaysian PHEIs about their GA based on knowledge, skills and participation. This research produced facts and figures that assisted the researcher in answering the research questions.

In this study, electronically emailed questionnaires were used for reasons of increased speed and lower costs (Naoum, 2013). This quantitative method of using a questionnaire also enables a broader study involving a greater number of participants, which would subsequently improve the final outcome. The survey results in this study provided higher accuracy on the understanding of GA among undergraduates in Malaysian PHEIs. Furthermore, Fricker and Schonlau (2002) claim that by conducting the research via an online survey, there is greater objectivity and avoidance of personal biases. As there was no interaction between the researcher and the survey respondents in this survey, respondents were more likely to provide a critical response.

Johnson and Onwuegbuzie (2004) clearly opine that the research question is a key foundation for the method of study selected and the method used should carefully follow the research questions to provide the most helpful and comprehensive responses. The primary purpose of using a questionnaire in this study is to enable the researcher to extract data from participants, which is a relatively inexpensive, quick, and efficient way of collecting large data sets even when the researcher is not present to collect those responses firsthand. A further advantage of using a questionnaire as a data collection method is its versatility and ability to respond to the research questions, as well as ease of administration and delivery of the findings for the research questions.

On the other hand, the researcher is also aware that, while statistically important study findings can be obtained, there are certain constraints when using the quantitative approach. These limitations include the fact that the quantitative data may omit certain details as the questionnaire may consist of questions that reflect the view of the researcher (Babbie, 2013). The final results may not provide sufficient information about the participants' attitudes, motivations and behavior towards GA (Saunders & Bezzina, 2015), and the structure of the questionnaires, which consist of fixed-choice questions, may lead to false representation. This may result in the quantitative method being incapable of providing an in-depth account of the actual GA among undergraduates. As a result of these limitations, the accuracy of relying exclusively on a quantitative method is challenged.

As this study also requires a large number of open-ended questions, the qualitative approach is also utilized to enrich the findings. The next section describes the use of focus-group interviews in this mixed-methods study.

3.2.3 Qualitative Research: Focus-Group Interviews

Focus-group interviews were used in this study to answer the research question pertaining to undergraduates' perspectives on GA (Appendix B). Focus-group interviews were used as a qualitative research technique to investigate undergraduates' beliefs, attitudes, and ideas about GA. Semi-structured interview questions were developed to elicit opinions on GA, and in-depth interviews were conducted to learn about the situation, experience, or event from a personal standpoint (de Lacey, Hammerberg & Kirkman, 2016).

In this study, the focus-group interview was determined to be the most appropriate technique. Focus-group interviews were used because of their qualitative nature, which allowed the researcher to look beyond the facts and figures obtained through survey techniques. Following the questionnaire, focus-group interviews were conducted, allowing the researcher to learn or confirm the meaning behind the information obtained from the questionnaire. The researcher's role in the focus-group interviews was that of the moderator, who is responsible for ensuring the smooth running of the discussion, managing the group process and dynamics, introducing pertinent issues and ideas for response by the participants, and ensuring that the objectives of the research are addressed.

It is critical that researchers collect as much data as possible in any study in order to provide a comprehensive description and understanding of the subject in question. Qualitative research is relevant to this study to gain a better understanding of GA, as well as the participants' experience and perception of GA. The researcher is able to investigate and describe undergraduates' knowledge and understanding of global awareness by using focus-group interviews in this study. Four focus-group interviews were conducted in the current study to answer the research questions.

This study was based on focus-group interviews with no more than eight respondents, as recommended by Azzara (2010). There were four focus-group interviews in total, each with 6-8 participants. Another advantage of conducting focus-group interviews is that it allows for point-counterpoint discussions, resolutions to common issues, and it allows participants to generate viewpoints and share their ideas (Azzara, 2010). The focus-group interview is an important way for participants to be able to describe their personal experiences or beliefs in a more self-revealing manner (Berg & Lune, 2012). This allows the researcher to gain a deeper understanding of the views of the participants in order to answer the research questions.

3.2.4 Integrated Analysis

The final stage of this study provides the interpretation and explanation of results based on the data collected. The findings from both the quantitative and qualitative data are integrated to ascertain similarities and differences that exist and can further enhance the understanding of the present study. As claimed by Johnson and Onwuebuze (2004), this integration that occurs in the final stage of the study provides stronger evidence for the conclusion via convergence of findings. Further discussion on the integration of findings of the qualitative and quantitative phases of this study is provided in Chapter 6.

Figure 3.1 provides a model of the sequential investigative procedures for this study. The figure illustrates the research design that outlines the two procedures of data collection methods and data analysis, and eventually the outcomes of the integration.

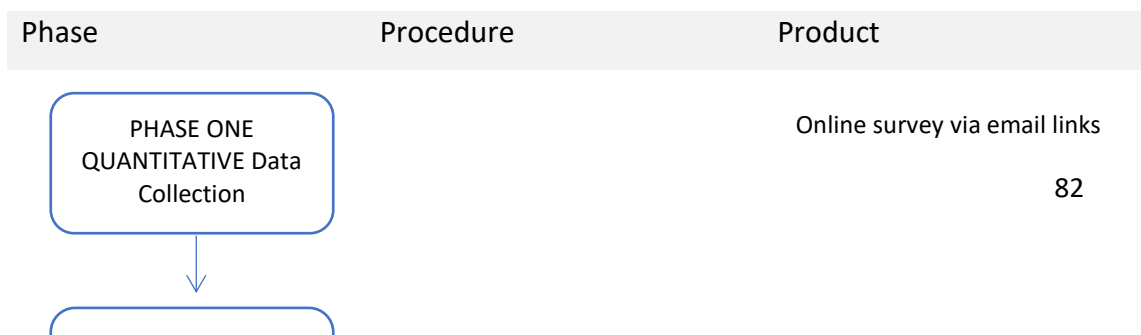




Figure 3.1: Visual Model for the Mixed-methods Design
 Adapted from: *Using Mixed-Methods Sequential Explanatory Design*. Ivankova & Cresswell, (2006)

3.3 Research Population and Sample

In this study, both qualitative and quantitative methods involve people sampling. Population can be described as the total number of subjects complying with the criteria set (Polit & Hungler, 1999). In short, the population consists of a whole

group of individuals who are of interest to the researcher and who can generalise the results of the study. In this study, the research population comprised of undergraduates in a degree programme of any discipline from two selected PHEIs.

In the first phase of sampling, the target population was undergraduates in their final year of study. The selection of final year undergraduates in the degree programme is based on the fact that they will have completed the majority of their courses by the time they enrol in their final year. In other words, this target population would have enough exposure to degree courses that could have included some GA elements.

The second phase of sampling involved undergraduates from the target population who have completed the questionnaire and agreed to participate in the focus-group interviews. Due to the overwhelming response, participants for the focus-group interviews were randomly selected and limited to 7-8 participants per focus-group.

Figure 3.2 describes the research population, the target group that would be the subject of the quantitative research, and the random sampling group from which data will be collected for the qualitative study.

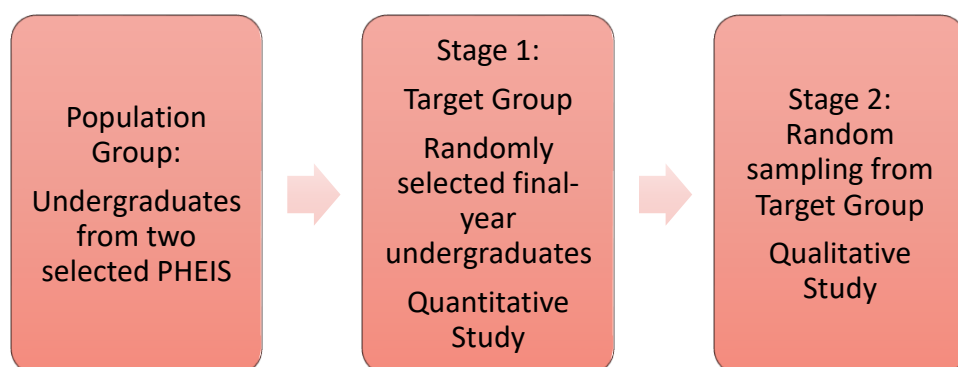


Figure 3.2: Population and Samples

3.3.1 Selection of Participants

In this study, undergraduates enrolled in two Malaysian PHEIs are the target population. Polit and Hungler (1999) make a clear distinction between target population and accessible population. The accessible population directly refers to subjects that meet the set of designated criteria and are accessible to the researcher. The target population that can be found in both the selected Malaysian PHEIs in this study is estimated at 5000 students. This number comprises all the undergraduates who are currently enrolled in the degree programme of study.

Purposive sampling, in which members of a specific group are purposefully sought after, is used in this study's quantitative and qualitative research sampling. Participants in this study are only undergraduates in their final year of study from any program of study at two Malaysian PHEIs. As a result, the population, which is estimated to be 5000, has been reduced to only final-year undergraduates in degree programs from both of these universities.

As this study employed a mixed-methods approach, 378 participants responded to the questionnaire (quantitative study), and for the focus-group interviews (qualitative study) 32 participants were selected from willing participants who had completed the questionnaires and agreed to participate in the focus-group interviews. The next section explains the selection and sample size in greater detail.

3.3.2 Sample Size

The purposeful sampling method was used for the selection of the sample. According to Cohen, Manion and Morrison (2000), researchers who employ purposive sampling, handpick the cases to be included in the sample on the basis of the pre-determined criteria. Cohen et al. reiterated that this method would build up a sample that is not only satisfactory to the researchers' specific needs but also to the target population.

The sample size was calculated using the 'Required Sample Size Table' as indicated in The Research Advisors (2006), which was based on the formula used by Krejcie and Morgan (1970) and further improvised by The Research Advisors, as illustrated in Table 3.1. The table shows that the optimum sample size is based upon the specified population size, a particular error margin and a required amount of confidence level. The Research Advisors' table is used to determine the sample size for this research based on these criteria.

The suitable sample size for a quantitative study is about 357, referring to the specified table. This is based on a combined population of 5000 undergraduates from two Malaysian PHEIs. The researcher also took into account The Research Advisors' suggestion that the first column within the table is sufficient to define the sample size. Thus, the sample size is fixed at 357 with a confidence rate of 95% and a margin of error of 5%.

Table 3.1: Required Sample Size Table

Required Sample Size [†]								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	363	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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In this present study, the online survey was emailed to 506 undergraduates from two PHEIS; PHEI A and PHEI B. From the 506 undergraduates, the researcher received complete answers from 378 participants (n=378). As for the focus-group interviews, out of 32 undergraduates who volunteered to be interviewed, only 29 attended the four focus-group interviews (n=29).

According to Creswell (2007), the size of the quantitative sample in any study is definitely larger than the size of the participants in a qualitative study. In this study, the size of the quantitative sample (n=378) is bigger than the size of the qualitative sample (n=29). The quantitative study was a large-scaled online

survey and the qualitative study consisted of four focus-group interviews with between 7 to 8 undergraduates in each group.

3.4 Data Collection Instrument

The purpose of this study is to investigate GA amongst undergraduates in Malaysian PHEIs. The study identifies sources of knowledge of GA as well as perceptions of undergraduates regarding GA and makes a comparison between the international and local undergraduates' GA. Based on the sample size, the researcher conducted a quantitative study with a questionnaire as the data collection instrument, with 378 participants who responded to the questionnaire in this study. In addition to a quantitative study, the researcher conducted a qualitative study that included interviews with four focus groups totaling 29 participants.

In order to ensure precise descriptions, data were gathered through both quantitative and qualitative research methods. The fundamental rationale for information collection is to enable the researcher to gather sufficient evidence and consequently draw the conclusions needed to make significant decisions about the findings (Tashakkori & Teddlie, 2010). The suitable data-collection tool ensures a rich data source that allows the researcher to collect the required information. In the current study, a questionnaire and focus-group interviews were used to collect the required information.

3.4.1 Questionnaire: Characteristics, Development and Structure

The questionnaire is described as an appropriate measurement instrument that is a cost-effective tool and one that provides rich data from participants. This instrument consists of both open and closed statements that have the ability to elicit participants' reaction to a specific problem.

The primary aim of the questionnaire in this study is to gather demographic information, and then to respond to the research questions, especially the understanding of participants about GA, the degree of their knowledge, their

abilities and their involvement in global issues, culture and global connections, as well as the source of their GA.

The items in this questionnaire were developed based on an evaluation of the various GA frameworks discussed in Chapter 2 as well as a review of relevant literature. GA was clearly defined in relation to global competence in Chapter 2, which is very similar to the concept of GA in this study. The questionnaire for this study was developed by adapting Czarra's (2003) GA checklist and focusing on undergraduates' knowledge of GA, skills in GA, and participation. These elements were then compared to undergraduates' knowledge, skills, and participation in culture, global issues, and global connections. Czarra's (2003) GA Checklist was used because it provides a solid foundation for the current study, from the setting and participants to the analysis and representation of the research findings. Apart from serving the purpose of meeting the objectives of this study, Czarra's (2003) checklist includes the following main characteristics: data can be gathered using structured scenarios to examine undergraduates' knowledge, skills, and participation in relation to GA, the results are based on a larger sample size that is representative of the population, and the study can be replicated or repeated due to its high reliability.

The questionnaire for this study was developed using Czarra's (2003) type of questions from a Global Awareness Checklist. The questionnaire was adapted to suit the study's target population and to meet the study's main objective which is to assess undergraduates' GA. The sections of Czarra's (2003) checklist that were not included in the study's questionnaire were intended for other stakeholders, specifically policymakers, management, and administration staff. Since this study only targeted undergraduates, the irrelevant sections were omitted.

The adapted questionnaire for this study consists of the following parts:

i) Part One. This section of the questionnaire involves questions about students' knowledge, skills and participation. It is divided into three sub-sections on global issues, culture and global connections. For the purpose of this survey, the questionnaire adopted Likert scales that were used to determine participants knowledge, skills and participation on global issues, cultures and global

connections. As the purpose of this study is to investigate GA, the data obtained from the survey is used to describe the undergraduates' GA and give an indication on how well they are aware of global issues, cultures and global connections .

The questionnaire adopted the Likert scale to represent the participants' perceptions on the topic. In this questionnaire, the five potential choices using the Likert Scales are: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The final average score represents the overall knowledge, skills and participation of the undergraduates that would eventually describe the GA among undergraduates in Malaysian PHEIs.

ii) Part Two. This section of the questionnaire consists of a list of statements about the source of GA. Participants were asked to rank the statements from 1 to 10 with 1 being their highest source of GA and 10 being their lowest source of GA.

iii) Part Three. The purpose of this section of the questionnaire is to collect demographic information about the participants. The researcher was able to assess the perception of the participants about GA using specific demographic data. These included age, nationality and gender. An interesting question that was also included in the questionnaire is a self-description. Three self-descriptive statements were provided, and the participants were asked to identify the statement that best describes their GA.

A pilot study of the questionnaire was also conducted, and this is discussed in the following section.

3.4.1.1 Pilot Study of Questionnaire

The pilot study for the questionnaire was conducted with a group of undergraduates prior to the actual process. A pilot study is crucial as it can determine the success of the survey. The main aim of the pilot study was to determine if there were any ambiguities with the questionnaires. The pilot study for this research was conducted with the researcher's class of 35 students who were not the actual participants of the study. This pilot study allowed the researcher to assess the clarity of the questions, their suitability and any language difficulties that the participants may encounter. It also gave an insight on the length of the questionnaire and if there were unfamiliar terms that needed to be addressed before the actual process.

The first issue highlighted during the pilot study was the repetitive manner in which some of the questions were written. Participants noted that the questions related to 'Global Issues' and 'Global Connections', in Sections 1-3, were somewhat similar. Due to this, steps were taken to redesign these sections by removing some of the repeated questions and by rephrasing the remaining questions. This also reduced the length and the duration of the questionnaire.

Another issue highlighted was the ambiguity of the language used. The participants found some of the questions too long or wordy, especially items 14 and 20. It is easy to lose the meaning when the questions are too long and the participants expressed that they were overwhelmed and lost focus because of this. Hence, these questions were rephrased to make them shorter and straight to the point.

The final issue brought up by the respondents was a technical glitch on the part of the researcher. As the questionnaire was an online survey, the participants noted that they were able to submit the questionnaire without completing all the questions. Incomplete questionnaires would certainly pose a problem during data analysis. Because of this, the questionnaire was uploaded again after including the criteria that required participants to record their answers. One of the ways of overcoming an incomplete questionnaire is by ensuring that every question must

be answered before moving on to the next question. Thus, this was identified and immediately rectified.

With the completion of the pilot study, the researcher was able to design a more effective questionnaire for the present study.

3.4.1.2 Survey Questionnaire: Participants

The participants were composed primarily of undergraduates between the ages of 18 and 21, which accounts for 51.3% and between 22 to 25 years, which accounts for 40.5%. This age group qualifies for the target group of participants that is final year undergraduates. Most final-year degree students would be in this age group and only a small percentage of participants, that is 8.2%, were of 25 years of age and above.

As for gender, the respondents were composed of more females compared to males. 73.1% (n=276) of the participants consists of females, and a mere 26.9% (n=102) participants were males. An important factor considered for the analysis is the origin of the participants. Here only two options were provided: local or international. As both these target PHEIs consisted of more Malaysian undergraduates, the composition consisted of 65.9% Malaysians and 34.1% international students.

In terms of the two PHEIs, the researcher attempted to ensure that both were equally represented. Out of a total of 378 participants, 47.8% were from PHEI A and 54.2% from PHEI B. Table 3.3 illustrates the participant profile involved in the survey.

Table 3.2: Demographic Profile of Participants

Demographic Data	Choices	N	Valid (%)	Accumulative.
Age	18 - 21 years	194	51.3	51.3
	22 - 25 years	153	40.5	
	25 years and above	31	8.2	
	<i>Total</i>	<i>378</i>	<i>100%</i>	<i>100</i>

Gender	Male	102	26.9	26.9
	Female	276	73.1	
	<i>Total</i>	<i>378</i>	<i>100%</i>	<i>100</i>
Nationality	Malaysian	249	65.9	65.9
	International	129	34.1	
	<i>Total</i>	<i>378</i>	<i>100%</i>	<i>100</i>
Institution	I am A University student	173	47.5	47.8
	I am B university student	205	54.2	
	<i>Total</i>	<i>378</i>	<i>100%</i>	<i>100</i>
Self-description	I consider myself a globally aware individual	112	29.6	29.6
	I am not interested in what is happening outside my country	61	16.1	45.7
	I wish I were more aware globally	205	54.3	24.7
	<i>Total</i>	<i>378</i>	<i>100%</i>	<i>100</i>

3.4.1.3 Data Analysis: Questionnaire

Initially, a total of 506 questionnaires were emailed to participants but only 378 participants attempted the questionnaires. This denotes a 74.7% response rate. In order to achieve a 95% confidence level and a 5% margin of error, the recommended sample size for this quantitative study was 357, as described in section 3.4.2.

The demographic section of the questionnaire sought to identify the participants in terms of age group, gender, nationality, institution and their brief self-description regarding their global awareness. Data gathered showed that the majority of participants belonged to the 18-25 age group. Table 3.2 summarises the participant profiles.

3.4.2 Focus-group Interview: Characteristics, Development and Structure

For the purpose of the qualitative study in this research, four focus-groups were formed. The participants involved were those interested in the topic, had given their consent to be in a group interview, and had submitted the survey questionnaire. The focus-group interviews consisted of between seven to eight participants. Two of the groups consisted of Malaysian undergraduates and two groups consisted of international undergraduates. Focus-group interviews are an excellent approach for the researcher to gather more useful and richer information (Ary, 2010). This is because participants not only react to the researcher but also to other participants' answers in the focus-group interviews. This is a critical aspect of the focus-group interviews in this study. The participants elaborated on their responses and debated their perspectives on many of the questionnaire's elements. Apart from debating the questionnaire's elements, participants shared their personal experiences and points of view from the perspectives of their own country and culture. The extensive data presented and discussed later in the analysis chapter is the result of the in-depth discussions during the focus-group interviews.

The focus-group interviews included questions related to students' knowledge of global issues, global culture and global connections. These items were formulated based on a Global Awareness Checklist, which is a self-assessment tool to measure the degree of GA prepared by Czarra (2003). Finally, all participants were assured of the freedom to express themselves with regards to the topic. The focus-group interviews became sharing of experience sessions that generated extensive views and opinions which resulted in an excellent source of data.

3.4.2.1 Pilot Study: Focus-Group Interview

A pilot study for the interview was conducted with a group of undergraduates prior to the actual focus-group interview sessions. This pilot study was crucial as firstly, it allowed the researcher to assess the clarity of the interview questions, their suitability, appropriateness and any language difficulties participants encountered, and, secondly, it determined the success of the focus-group interview sessions.

The pilot focus-group interview included ten participants: six Malaysians and four international undergraduates. These undergraduates were from the same group of participants as for the questionnaire and who volunteered to take part in this pilot study. The seventy-minute pilot interview went well, and the participants were able to understand the questions posed and took turns to give their responses. They found the language used in the guide easy to follow but at times sought clarification and requested examples, especially for questions such as: ‘How can you resolve global conflicts?’; ‘Do the buildings and grounds of your university reflect global awareness, global themes and ideas?’; and ‘Does the university provide opportunities for students to engage in international exchange programmes?’

The pilot group participants also shared other issues that they faced such as clashes in their schedules, lecturers who were not so considerate especially towards international students. It was interesting to note that one African participant felt that he was often discriminated against by the Malaysians. Taking these issues into consideration, I made two important decisions. Firstly, I decided that I must play a more crucial role in conducting the actual focus-group interviews. In other words, I decided that in the actual focus-group interviews, it was necessary that I interrupted the discussion when it digressed to other issues, and to interject when any particular participant was stealing all the limelight. This would ensure that all participants had equal opportunity to speak. Secondly, I observed that the international undergraduates were more vocal compared to the Malaysian undergraduates in the group. Also, the international undergraduates had more information to share regarding global awareness and the situation in Malaysia, especially on issues relating to discrimination between

locals and foreigners. Hence, I decided that the best way to elicit a richer data would be to separate the groups into locals and internationals, and also limit the number of participants per group to 8 instead of 10 in order to be able to keep control of the discussion so that it would not lose focus and digress from the purpose of the focus-group interviews.

The necessary changes were made after the pilot study. The focus-group interviews were then conducted successfully and recorded using a digital camcorder. The next section describes the participants involved in the actual focus-group interviews.

3.4.2.2 Focus-Group Interviews: Participants

The main participants of this qualitative study were undergraduates from two PHEIs in Malaysia. The participants consisted of local and international final year undergraduates from a variety of programmes such as engineering, business, hospitality, humanities and accountancy.

The aim of this study is to investigate GA among undergraduates in Malaysian PHEIs. In addition, it also identifies the extent of global knowledge, skills and attitudes of these undergraduates with regards GA and the curriculum that they were exposed to. Hence, it was essential to focus on final-year students as they would have completed a major part of their programme of study and would have a better overview of the courses that they had taken in the previous years. In other words, these students would have had more exposure to the curriculum and their surroundings. Thus, they would be able to provide enriching and deeper insights regarding the future direction for Malaysian PHEIs with regards to GA in the curriculum.

A total of 32 undergraduates were selected to take part in four focus-group interviews. The main criteria for selection of the participants are that they must have completed the online survey and volunteered to be part of the focus-group interviews. As the study employed a mixed-methods design, it was essential that the same undergraduates who participated in the survey were also selected for

the focus-group interview sessions. This enabled me to converge the data satisfactorily.

All the interviewees who participated in this focus-group interview signed the participant consent form to indicate their willingness to partake in this study. Prior to their signing the consent form, the participants were briefed on the aims and approach of this study. All participants were also aware that they may ‘pull out’ from the study at any point of time if they wished to do so. Finally, they were assured of confidentiality and that the use of any video/audio recordings made during the focus-group interview would be for research purposes only.

Participants who were identified based on their consent were grouped into four groups of between seven to eight participants, as follows: Group 1 consists of international students from A PHEI and identified as IA01-IA08; Group 2 consists of international students from B PHEI and identified as IB01-IB07; Group 3 consists of local students from A PHEI identified as LA01-LA07, and finally, Group 4 consists of local students from B PHEI identified as LB01-LB07. Table 3.3 provides a detailed description of the focus-group participants.

Although a total of 32 students (8 participants per group) were identified for the four focus-group interviews, only 29 students were present for the sessions. As for the absent interviewees, although they had agreed to commit to the interview sessions, they did not turn up on the day of the interview. Apart from the 3 students who did not turn up, two of the interview sessions were also rescheduled twice. One postponement was at the request of some of the interviewees due to other commitments and the other postponement was due to insufficient quorum. Nevertheless, the four focus-group interviews were conducted successfully. Each group consisted of between 7-8 participants. A brief profile of all the participants is presented in Table 3.4.

Table 3.3: Profile of Focus-Group Participants

	FINAL YEAR UNDERGRADUATES FROM A AND B PHEIS
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Interviewee		International/Local	Gender	Programme	PHEI
GROUP 1 International PHEI A (IA)	01	International	M	Engineering	A
	02	International	M	Engineering	A
	03	International	M	Computing	A
	04	International	F	Business	A
	05	International	F	Biotechnology	A
	06	International	M	Business	A
	07	International	F	Business	A
	08	International	M	Engineering	A
GROUP 2 International PHEI B (IB)	01	International	F	Business	B
	02	International	M	Engineering	B
	03	International	M	Engineering	B
	04	International	F	Business	B
	05	International	F	Biotechnology	B
	06	International	M	Computing	B
	07	International	M	Computing	B
GROUP 3 Local PHEI A (LA)	01	Local	F	Business	A
	02	Local	F	Business	A
	03	Local	M	Engineering	A
	04	Local	M	Computing	A
	05	Local	F	Computing	A
	06	Local	M	Hospitality	A
	07	Local	F	Business	A
GROUP 4 Local PHEI B (LB)	01	Local	M	Engineering	B
	02	Local	M	Business	B
	03	Local	F	Business	B
	04	Local	M	Hospitality	B
	05	Local	F	Computing	B
	06	Local	F	Biotechnology	B
	07	Local	F	Business	B

3.4.2.3 Data Analysis Approach

Data analysis approach for qualitative data refers to the data that was obtained during the focus-group interviews. Creswell (2007) describes the data analysis approach as having five distinct steps. The steps as prescribed by Creswell (2007) are adapted in this study based on the following sequence:

Step 1: Preparation for the analysis

Upon completion of the 4 focus-group interviews, all interviews were transcribed and saved in separate word files.

Step 2: Exploring the data

Here, the transcribed interviews were read through again, and counter checked with the recorded interviews to ensure correct transcribing. Different parts of the interviews were colour-coded, which allowed the researcher to create a qualitative codebook for the purpose of analysing.

Step 3: Analysing the data

At this stage, data which were coded were then labeled. The codes were then grouped into the various themes, sub-themes and categories. For the purpose of this qualitative study, data analysis was coded using broad categories, which were based on the research questions and sub- question.

Step 4: Representing the data analysis

Findings of the data analysis were then represented in the form of discussion using the specific codes, themes and categories. These codes included the broad categories which led to the sub-categories and code numbers, and finally they were based on the number of themes that emerged.

Step 5: Validating the data

Validation enabled data to be converted into more effective findings. This was done based on the qualitative and quantitative analysis

For this study, data collection was a mixed-methods approach, using both qualitative and quantitative means. Both the data, from the qualitative and quantitative approaches were analysed separately, and were finally merged.

To explore further and understand the issues of this study, 4 focus-group interviews were conducted. The views of both international and local undergraduates studying in PHEIs A and B are seen as important information towards understanding what GA means to undergraduates in Malaysian private higher educational institutions.

For this study, the main qualitative data-collection method used was focus-group interviews. The four focus-group interviews that were conducted took place from August 2017-January 2018. The duration of each of the focus-group

interviews was between forty-five minutes to an hour on average. All participants who attempted the questionnaire also had the opportunity to participate in a focus-group interview pertaining to the same topic. They were asked if they were willing to be considered for a focus-group interview session. Only those who provided their contact numbers on the consent form were invited for the focus-group interviews.

In order to ensure anonymity, all personal details/references were avoided or removed when the focus-group interview recordings were transcribed. All recordings of the focus-group interviews were transcribed by the researcher and uploaded into a password protected database. The researcher has ensured that the anonymity of the interviewees is protected. During the focus-group interviews, the interviewer also announced that if the interviewees wished for their quotes not to be used, they may inform the interviewer. Interviewees were assured that all their responses would remain anonymous and it would not be possible to identify them. In addition, no individuals or individual institutions would be named in the write-up of this research paper, or any other reports resulting from this study.

This also led to a discussion about their perspectives with regards to the inclusion of a GA course in their programme of study. Some of the questions for the focus-group interviews included questions on students' knowledge of global issues, culture and global connections, and other areas, namely: curriculum and assessment, selection of materials, textbooks, and courses offered in their respective universities.

The data collected from these focus-group interviews have been used in several ways. Firstly, the answers were combined with those answers from the students at the second Malaysian PHEI. The answers were then analysed and summarized, where necessary. Information concerning participants' name and age, nationality, race, religion and gender was also gathered. This information, although possibly sensitive, is pertinent to the research because these are significant factors in many aspects of understanding and beliefs regarding global awareness. In order to understand global awareness among undergraduates in

Malaysia PHEIs, the data used in this discussion, highlights the major findings and trends.

Data were audio and video recorded. For the focus-group interviews, the participants from each of the four groups (n=6-8) were placed in a room and interviewed together. The focus-group interview is an excellent approach to gather more useful and richer information. During the focus-group interviews, participants responded not only to the researcher, who served as moderator, but also to the other participants and their responses. This evolved into a session of sharing experiences, with more views and opinions in general.

One of the greatest challenges for the focus-group interviews was the recording of data. These sessions often had multiple participants speaking spontaneously and at the same time. Thus, the challenge was to know who was speaking at any particular point of time. In order to ensure that valuable information is not lost during the interview, and that the audio is clear and recognizable, the researcher had to operate two separate devices, one for audio only and the other for video recording.

As it was not possible for the researcher to record and moderate simultaneously, two additional assistants, who were lecturers from the place of employment of the researcher, were invited to attend the focus-group interviews. These lecturers handled the recording devices and did not take part in the discussions. Moreover, they were also briefed on the confidentiality issues and were required to sign a form regarding the same requirements.

The 29 undergraduates in the focus-group interviews were those interested in the topic and had given their consent to be in the group interview. These undergraduates were assured of the freedom to express themselves and were able to respond to both the researcher and other participants in the focus-group.

At the end of the focus-group interviews, there were a total of four interview sessions to be transcribed. All interviews were verbatim transcriptions in MS Word format. Some of the parts of the interviews had to be explained due to

overlapping speech, word emphasis, and inaudible words or phrases. In addition, there were also numerous non-verbal expressions that needed to be recorded as they were related to what was being said.

All participants presented themselves well, although there were occasional pauses especially during the focus-group interviews involving the local undergraduates. The interviews were also conducted in English, and in instances when a language other than English was used, the words and phrases were translated to English during the transcribing process. However, this was not a significant occurrence.

3.4.2.4 Focus-Group Interviews: Coding and Analysing

Berkowirz (1997) suggests that any researcher involved in coding and analysing qualitative data in focus-group interviews must consider six questions at the onset. The questions that were considered in this study during the coding and analyzing stage included the following:

- (1) What common themes emerged in responses about the specific topics and how do these patterns help illuminate the broader central question(s)?
- (2) Are there differences between these emerging patterns and, if so, are there any factors that could explain these differences?
- (3) How are participants' environments or past experiences linked to their behavior and attitudes?
- (4) What other interesting stories arise from the responses and how do they help illuminate the central question(s)?
- (5) Do any of these patterns suggest that extra information might be necessary?
- (6) Are the patterns that emerge similar to the findings of other studies on the same topics, if, not, what might explain these discrepancies?

However, not all focus-group interviews require in-depth coding. For the focus-group interviews, in the current study, key issues were identified in the different focus-groups, which were sufficient to transcribe and code data, and make

significant conclusions. The researcher organised large amounts of text by coding information into categories and topics and finding patterns that were otherwise difficult to identify by listening to or reading a transcript. Both, Bogdan and Biklen's (2007) and Bryman's (2008) were considered during the coding and analysing process of the qualitative data. Apart from these, Mason's (2002) three-level analysis of qualitative data: literal, interpretive, and reflexive has also been considered in this study. Mason's (2002) analysis in the current study entails coding of words, dialogues, and actions, followed by the interpretation of themes based on how participants interpret concepts, values, and rules, and finally concludes with a reflection on the researcher's role in processing the data.

The literal level in the current study entails coding of words, dialogues, and actions. The emphasis at the interpretation level is on the emergence of themes based on how participants interpret concepts, values, and rules. Finally, the reflexive level looks into the researcher's role in the process as well as the data collected.

Bogdan and Biklen (2007) provide several types of coding categories to ease data analysis. However, the central questions in this study are the ones that eventually shaped the coding themes and categories. Some of the coding categories as stated by Bogdan and Biklen (2007) and which were adapted in this study are as follows:

- **Setting/Context:** Codes were used to provide background information on the setting, topic and subjects.
- **Defining the situation:** Codes were used to categorise the views of the participants and how participants viewed the context or subject.
- **Participants' perspectives:** Codes were used to capture the participants' particular idea of the topic.
- **Activity codes:** Codes were used to identify a certain type of behavior among the interviewees.
- **Event codes:** Codes were used to refer to unique happenings in the lives of the participants.

- **Strategy codes:** Codes were used to relate to ways the interviewees strategised to accomplish things in life.

Charmaz and Thornberg (2014) provides additional coding considerations. According to Charmaz and Thornberg (2014), when developing codes, several questions must be considered, such as: ‘What are people saying?’, ‘What is going on?’, ‘What are people doing?’, and ‘How do these structures and contexts support or hinder actions and statements?’ These questions were also considered during the analysis and coding stages. Furthermore, Bryman (2008) thematic analysis approach is considered in this study especially when categorising data and presenting data-related themes or patterns with regards to GA. It depicts the data in great detail and employs interpretations to address a wide range of issues (Boyatzis, 1998). Thematic analysis is sometimes considered to be the best for qualitative research because it offers a systematic component for analysing information. This thematic analysis was employed in this study and it enabled the researcher to associate the frequency of a theme with the contents. Moreover, thematic analysis allows us to comprehend more fully the potential of any problem (Yardley & Marks, 2004).

Finally, analyzing the data based on themes provided the opportunity to code and categorise information. For instance, the coding elaborated on how problems affect participants' perceptions. In the case of thematic analysis, processed information was presented and categorised based upon their similarities and differences (Miles & Huberman, 1994).

The focus-group interview questions revolved around broad categories in relation to the research questions. The broad categories identified are:

- (1) The understanding of GA among undergraduates in Malaysian PHEIs’
- (2) The source of knowledge of GA among undergraduates in Malaysian PHEIs
- (3) The beliefs of undergraduates in Malaysian PHEIs with regards to the incorporation of GA content in their programme of study.

Apart from these broad categories, other sub-categories are also noted such as,

- (a) The differences of GA between the local and international undergraduates
- (b) The differences of source of knowledge between the local and international undergraduates
- (c) The differences of incorporating GA between local and international undergraduates
- (d) The elements/components considered as crucial in raising GA.

In addition to the broad categories and sub-categories noted above, there are other themes that were considered for the data analysis. These themes are knowledge, skills and attitudes. Following these themes are also sub-themes that were included for the data analysis such as, globalization, cultures, global issues and self-awareness under the knowledge theme; critical thinking, communication, language and self-cultivation under the skills theme; and lastly, responsibilities, respect, tolerance and openness under the theme of attitude.

3.5 Reliability and Validity of Research Instrument

3.5.1 Questionnaire

In the quantitative research, the degree of consistency or the reliability with which an instrument measures the attribute is crucial (Polit and Hungler, 1999). Reliability not only involves measuring but also about how precisely something is measured (De Vos & Delpont, 2002). This study developed questionnaires that are deemed to be reliable and would elicit responses that are considered consistent. For reliability to exist, close attention was given to stability, internal inconsistency and equivalence when developing the questionnaire. In other words, the same outcomes can be achieved when the study tool is administered over and over again, when stability exists (Polit and Hungler, 1999).

In the present study, the Cronbach's Alpha internal reliability test was conducted using the SPSS version 19 on data obtained from the questionnaire. One of the most popular methods to assess reliability is by using Cronbach Alpha (Rosanow, 1998). The value of alpha measures the correlations among the

measurement items or indicators with higher correlations among the high alpha value (Schmelkin, 1991). A value of alpha ranges from 0 to 1 and as the value increases so does the reliability (Hani et al, 1998). On the other hand, it is generally agreed that the lowest limit for Cronbach Alpha is 0.70. Nevertheless, this value may decrease to 0.60 in exploratory research. Nunelly and Berbstein (1994) also claimed that the accepted lower value of Cronbach Alpha is 0.7 even though Robinson (1991) asserted that a value of 0.60 can still be accepted.

The reliability was tested using SPSS Version 19 in the pilot study first. All the responses from 35 participants showed Cronbach Alpha ranging from 0.645 to 0.849 which indicated that the measurements are reliable.

3.5.2 Focus-Group Interviews

Focus-groups tend to be strong on validity (McKenna & Greg, 2016). Validity in qualitative research implies ‘appropriateness’ of the instruments, procedures and information. In order for the research question to be valid, the methodology selection must be suitable to answer the research question, the design must be valid for the methodology, the sampling and data analysis must be appropriate, and only then the results and conclusions can be considered valid in relation to the sample and context be regarded (Waterman & Blades, 2013). In this study, the extent to which the interview measured what it set out to measure is considered the extent of validity (McKenna & Greg, 2016). Participants for the interview consisted of undergraduates who had completed the questionnaire and responded positively that they were willing to be invited to a focus-group interview session. As a result, only participants who responded ‘YES’ in the questionnaire were invited to the focus-group interviews. The participants were divided between Malaysians and International undergraduates. In the current study, the participants were confident about what they discussed and in my role as the moderator, I ensured that the questions were specific and did not in any manner lead them on. All instructions were clearly explained to the participants at the onset, and they were also informed that they could leave the sessions at any time if they felt uncomfortable. The focus-group interview protocol is provided in Appendix B : Focus-group Interview Questions.

3.6 Ethical Considerations: Permission to Conduct the Study and Principles of Research Ethics

Conducting any type of research not only requires the researcher to have diligence but also honesty and integrity. Anonymity, confidentiality and approval need to be observed in order to safeguard the individual freedom of participants and to guarantee proper ethical consideration.

3.6.1 Permission to Conduct the Study

Before embarking on the data-collection process, all documentation related to ethical clearance was submitted to the School of Education, University of Nottingham for approval in July 2017. I also officially wrote to the Registrars of both the universities used in the study to seek permission to conduct the research. The purpose and method of collecting data was clearly informed. I was then given verbal permission to conduct the survey and enlisted the assistance of Heads of Departments to speak to their final year degree students and obtain their email addresses. On receiving the list of email addresses, the researcher emailed the questionnaires directly to the undergraduates.

3.6.2 Principles of Research Ethics

Via the online survey, the participants of this study were notified about the nature of the research and the outcome of the findings after the study was finalised. Throughout the research, participants were notified that their involvement was voluntary. In the questionnaires or during the focus-group interview sessions, the researcher also explained clearly the objectives and aims of the research. Participants were also ensured that confidentiality measures had been taken and that they could withdraw from the research at any moment if they wanted to. The participants were then given a consent form to read and sign, which stated that they were required to agree to participate in the survey as well as in the focus-group interviews.

3.7 Limitations and Delimitations

During the study, some demarcations were established because determining the parameters for this framework is critical.

Firstly, the term 'global' and 'global awareness' denotes different interpretations to different people. The term 'global awareness' (GA) will be used in this study to refer to awareness of global issues, global culture, and global connections. Furthermore, many researchers avoid sensitive topics; however, when investigating GA, this study includes discussions on issues that are considered sensitive among Malaysians, such as religion, race or ethnicity, and traditional rituals.

Secondly, in the qualitative study, participants are presumed to react truthfully and precisely to interview questions based on their personal experience and to react sincerely to the best of their individual abilities. I am mindful of the potential limitations, particularly in the qualitative study, where participants may not always be truthful. However, I have assured them of confidentiality and that the information obtained will be used solely for this study. The limitations of this study also include things over which the researcher has no control, such as biases and perceptual misrepresentations, which have been considered because the researcher has taken mitigating measures to ensure this does not happen. In the quantitative study, the limitations can be attributed to the capability of the instrument to accurately record data.

Delimitations on the research design in this study are imposed deliberately by the researcher. The limitations of the present study include sampling from two specific universities in which the study took place and only undergraduates in Malaysian PHEIs are included in this study.

3.8 Conclusion

A comprehensive account of the research methods used in this study was provided in this section. Using survey questionnaires and focus-group interviews, the research design used was mixed-methods research. 506 undergraduates received the questionnaire, but only 378 undergraduates

responded. In addition, the focus-group interviews were planned for 32 volunteer participants, but only 29 participants were present during the focus-group interviews. Based on Czarra's Global Awareness Checklist (2003), both the information-collection tools were created and engineered, pre-tested, modified and enforced.

Lastly, anonymity and confidentiality were guaranteed, and reliability and validity were practiced while the questionnaires were prepared, administered, and interview sessions conducted. The next chapter will address the analysis of findings and data gathered for this research paper through the quantitative research method.

Chapter 4

Results of Quantitative Study – Data Presentation and Discussion

4.1 Introduction

Chapter 4 presents the results of the quantitative data that have emerged from the survey conducted. The data presentation and discussion in Chapter 4 will be based on the quantitative study's research questions. The quantitative study used a questionnaire to examine GA among undergraduates in Malaysian PHEIs in general, and the differences in GA between local and international

undergraduates in particular, and to identify their source of GA, as well as the differences in the sources cited between local and international undergraduates. The data and discussion in this chapter will be presented in a systematic manner based on the questionnaire and statistical analysis.

The data analysis and interpretation summarise the participants' GA in terms of knowledge, skills, and participation. 378 final-year undergraduates from two PHEIs participated in the survey. The survey was conducted with final-year students because they were nearing the end of their studies and would thus have a clear understanding of their program of study over the course of two or three years at the university. The questionnaire was designed and adapted from Czarra's (2003) GA Checklist, and it addressed the research questions, particularly regarding assessment of GA among undergraduates in PHEIs, examining the differences in GA between the local and international undergraduates, and finally identifying the source of GA for undergraduates.

This chapter is divided into three sections. The first section is a descriptive analysis of the demographic characteristics of the participants, which provides the description of the demographic variables: age, gender, nationality and institution. The second section presents results derived from the analysis using the correlation analysis. This second section details two main areas: i) the correlations between the demographic characteristics and participants' understanding of GA based on their knowledge (K), skills (S) and participation (P), and ii) the correlations among these three specific dimensions K, S and P, as discussed in the 'Six facets of Understanding' (Wiggins, 1998) in Chapter 2 Section 2.2.2. Finally, the third section of this chapter investigates and ranks the top ten sources influencing the participants' understanding of GA.

4.2 Section 1: Descriptive Analysis: Demographic Characteristics

4.2.1 Profile of Participants

A total of 506 questionnaires were emailed to participants and 378 participants attempted the questionnaires. This denotes a 74.7% response rate. In order to achieve a 95% confidence level and a 5% margin of error, the minimum

recommended sample size for this quantitative study was 357, as described in Chapter 3 (Item 3.4.2, Sample Size). Thus, the 378 responses received surpassed the required number by 21 participants.

A total of 378 undergraduates participated in the online survey. The undergraduates were final-year students and, as previously stated, the rationale for selection of these final-year undergraduates is because they would have a better understanding of the curriculum in their respective programmes of study. Wigfield and Wentzel (2007), asserts that final year undergraduates are considered to possess the experience and knowledge, hence, they would be able to draw upon, and process information effectively as compared to the younger undergraduates, especially those in their first or second year.

The demographic section of the questionnaire sought to identify the participants in terms of age group, gender, nationality, institution and their brief self-description regarding their global awareness. Data gathered showed that the majority of participants belonged to the 18-21 age group (n=194, 51.3%). As for gender, although participants were selected at random, there were more females compared to males who responded to the questionnaire. 73.1% of the respondents were female and only 26.9% were male. As for nationality, 65.9% were locals and the rest were international undergraduates from various countries. The survey was conducted in two PHEIs, institutions A and B, which accounted for 47.5% and 54.2% respectively. Undergraduates were also asked to self-describe their GA. According to their responses, the majority of undergraduates described themselves as wanting to become more globally aware. This is an intriguing finding given that undergraduates perceive themselves to have low GA.

Table 4.1 summarises the participant profiles.

Table 4.1: Demographic Profile of Participants

Demographic Data	Choices	N	Valid (%)	Accumulative
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Age	18-21 years	194	51.3	51.3
	22-25 years	153	40.5	
	25 years and above	31	8.2	
	Total	378	100%	100
Gender	Male	102	26.9	26.9
	Female	276	73.1	
	Total	378	100%	100
Nationality	Malaysian	249	65.9	65.9
	International	129	34.1	
	Total	378	100%	100
Institution	I am A University student	173	47.5	47.8
	I am B University student	205	54.2	
	Total	378	100%	
	Self-description	I consider myself a globally aware individual	112	29.6
	I am not interest in what happening outside my country	61	16.1	45.7
	I wish I were more aware globally	205	54.3	24.7
	Total	378	100%	100

4.2.2 Analysis of Demographic Characteristics of Participants

The participants of this study encompassed final year undergraduates from the fields of computing, engineering, business hospitality and social sciences. These participants were characterised based on age, gender, nationality, institution and a self-description regarding their overall GA.

Initially, other demographic questions such as ethnicity, race, and religion were considered. However, it was noted that this could be potentially sensitive information, especially if the participants do not follow a specific religion; and they may feel that such questions might jeopardise their anonymity. Furthermore, too many demographic questions lengthen the survey, and a longer survey might have a higher dropout rate. As observed by DeFranzo (2012) and

Hughes (2016), asking too many demographic questions may cause participants to become concerned or even irritated, making it difficult for them to respond. Limiting questions about demographic characteristics would prevent participants from feeling as if their confidentiality was compromised, or as if these questions were an invasion of their privacy. In this study, these omissions, however, have no bearing on the findings, as the research questions clearly indicate identifying the differences in GA between local and international undergraduates. As such, indicating whether the participants are Malaysian or International is sufficient.

Of the 378 participants who completed the survey questionnaire, the average participant age was 18-21 years (51.3%). The questionnaire was also attempted by more females, at 73.1% (n=276) compared to 26.9% (n=102) males. This gender imbalance could be due to the male female ratio of both these universities and because females may be more inclined to participate in surveys as stated by Dickinson (2012).

The percentage of Malaysians is also higher at 65.9% (n=249) compared to international undergraduates which is at 34.1% (n=129). This ratio reflects the ratio of local and international undergraduates in both these PHEIs, where the overall Malaysian undergraduate enrolment is higher than the international undergraduate enrolment. Apart from this, between the two institutions, there was almost equal distribution of participants with an average of 47.8 % from Institution A and 54.2% from Institution B.

Participants were also asked to choose the best statement that described their own GA. It was decided that such information should be included, as a self-description provided by individual participants was useful in this case. As a result, no assumptions about GA differences among undergraduates would be made until the research questions were answered.

The results for this question revealed that the majority of undergraduates, that is 54.3% (n=205) 'wished that they were more globally aware' in comparison to 29.6% (n=112) participants who considered themselves 'globally aware'. In contrast, it was surprising to discover that out of 378 participants, 16.1% (n=61)

expressed ‘no interest to what is happening outside their home country’. As these participants comprised final-year undergraduates, the ‘no interest to what is happening outside their home country’ attitude is a source of concern as it is essential for graduates to develop interest and knowledge towards GA. As a result, it can be concluded at this point that, based on their own perceptions, undergraduates' GA is relatively low.

The following section further analyses the differentiation in the influencing factors such as age, nationality, gender and institution with the participants’ self-description. In the survey, each influencing factor in the demographic data comprised several choices of sub-factors. The participants identified each sub-factor that aptly describes them. The main factors, namely age, nationality and the university the participant belonged to, influence his/her self-description with regards to GA. This section will present the findings based on demographic characteristics of the participants and their self-descriptions, namely: ‘I consider myself globally aware’, or ‘I am not interested in global issues’, or ‘I wish I were more globally aware’.

The following sub sections will discuss further each of these influencing factors and their impact on the undergraduate’s self-description.

4.2.2.1 Age of Participants and Self-Description

Based on the frequency of responses, participants who were 25 years and above considered themselves as being globally aware (N=52) as compared to participants between the ages of 18 to 21 who considered themselves wishing to become more globally aware.

Table 4.2: The Relationship Between Age of Participants and Self-Description

Age	Self-Description			
	I consider myself globally aware	I am not interested	I wish I were more globally aware	Total (N)
18-21 years	N=52 (26.8%)	N=35 (18.0%)	N=107 (55.2%)	N=194 (51.3%)
22-25 years	N=48 (31.4%)	N=21 (13.7%)	N=84 (54.9%)	N=153 (40.1%)

25 years and above	N=12 (38.7%)	N=5 (16.1%)	N=14 (45.2%)	N= 31 (8.2%)
Total (N)	N=112 (29.6%)	N=61 (16.1%)	N=205 (54.2%)	N= 378 (100.0%)

It was anticipated that participants in this age category would have a higher awareness of global issues. One of the studies that supports this is by Hussin and Omer (2015) on age, knowledge and awareness. Hussin and Omer conducted multiple comparison tests in their study and concluded that there was a positive correlation when it came to awareness and age. In the present study, participants aged 25 years and above considered themselves to be more globally aware. This could be because these participants have more experience, a higher maturity level and better conceptual understanding of GA.

This is further supported by Voorhees and Harman (2005) when it was claimed that competencies are the results of integrative learning experience (skills, abilities and knowledge) related to maturity. However, as stated by the findings of Hayward, Noonan and Shein (1999), the attitudes, skills and abilities that underlie a participant's self-description may not necessarily be at a professional level. The participant's self-description in this instance could be the result of their progress in higher education (Mohamad, 2013)

The highest percentage of participants who described themselves as 'I wish I were more globally aware' belonged to the youngest age group which is between 18-21 years of age. 55.2% (N=107) of participants between the ages of 18 and 21 'wished that there were more globally aware'. This is in contrast to 16.1% of the participants who admitted that they are not interested in GA. One of the main reasons for this lack of interest in GA could be due to motivation, as presented by Slavin (1997), who defines motivation as a process that leads, maintains and determines where you are going. In this instance, motivation can provide undergraduates with the need to seek new knowledge on various issues in order to increase their sense of awareness (Weirner, 2010). The lack of motivation can also be the result of numerous other factors such as undergraduates having other priorities that compete for their time or attention; they see little value in the particular course or content, or they do not perceive the surroundings as

supportive enough to increase GA. Further to this, McDonough (2007) also suggests that a lack of motivation among undergraduates may stem from the lecturers who lack involvement in providing a more supportive and challenging learning environment. The third section of this chapter will explore this concept further where the source of knowledge of GA is ranked.

4.2.2.2 Nationality and Self-Description

Participants were also asked to indicate their nationality in the survey questionnaire. The categories stipulated are Malaysian and international.

Table 4.3: The Relationship Between Nationality and Self-Description

Nationality	Self -Description			
	I consider myself globally aware	I am not interested	I wish I were more globally aware	Total (N)
Malaysian	N=37 (14.9%)	N=48 (19.3%)	N=164 (65.9%)	N=249 (65.9%)
International	N=75 (58.1%)	N=13 (3.4%)	N=41 (10.8%)	N=129 (34.1%)
Total (N)	N=112 (29.6%)	N=61 (16.1%)	N=205 (54.2%)	N=378 (100%)

Out of 249 or 65.9% Malaysian participants, only 37 or 14.9% considered themselves globally aware. This was a stark contrast to the international participants' category as 58.1% of the foreigners considered themselves globally aware. However, this was anticipated as international students coming to Malaysia to study would be well informed about their own country. Besides, international students would also have some information about Malaysia, which they would have studied during the early years as an undergraduate when they enrolled for the compulsory courses in their respective PHEIs.

On the other hand, the majority of Malaysian participants, that is 65.9%, wished that they were more globally aware as opposed to only 10.8% of the international participants. According to this finding, Malaysian undergraduates perceived themselves to have less GA than their foreign counterparts. One possible explanation, as revealed by the focus-group interviews discussed in Chapter 5,

is that local students are not primarily interested in establishing contact with their international counterparts. Ward (2001) firmly believes that when interaction between locals and internationals remains low, it does not promote GA. As a result, this could be one of the underlying causes of the low GA reported by Malaysian undergraduates.

This is also observed by Pandian (2008) who reveals that in a multicultural setting like Malaysia, which consists of Malays, Chinese and Indians, there is a high level of interaction among these cultures. This observation, which was performed in the early study by Pandian, also reveals that interaction between local and international undergraduates is relatively lower, thereby causing polarization of local and international undergraduates. The study concludes that interaction among the international undergraduates from countries other than Malaysia is higher compared to interaction between locals and internationals (Pandian, 2008). There is no doubt that this study by Pandian. was conducted at the very early stages of internationalization of higher education in Malaysia. But this is supported by a recent study conducted by Mehar (2012), where it was revealed that often international students have more friends from their home nation or from other nations rather than their host nation, in this case Malaysia. Sengupta's (2015) investigation on the integration of students in an international university in Malaysia originated from her own experience. As an international student in a Malaysian PHEI, Sengupta herself is an example of someone who faced difficulties integrating in a multi-cultural environment.

Another reason for Malaysian undergraduates not being globally aware could be attributed to the respondents' early education. With regards to the focus-group interviews conducted in the qualitative study of this research, the majority of the international participants claimed that they received their early education in international schools where the teachers were foreigners. Hence, they had greater exposure to other cultures and connections. On the other hand, many of the local participants received their early education from the national type or vernacular schools, where they were taught by local teachers. In addition, the Malaysian schools' curriculum does not emphasise the importance of GA. Despite the Ministry of Education's commitment to develop world-class and capable

students to meet local and international demands, the Malaysian curriculum in the primary and secondary schools is an integrated curriculum that emphasizes strongly the acquisition of mathematics and science skills. There is no evidence of GA in the curriculum. This aspect of Malaysian education will be further explored in Chapter 6.

4.2.2.3 PHEIs and Self-Description

The target population for this study was final year degree undergraduates from two PHEIs: A and B. Out of 378 participants, 45.8 % are from A and 54.2 % from B. As presented in Table 5.5, both PHEIs have a balanced percentage of participants who considered themselves as being globally aware: 29.4% and 29.8%.

Table 4.4: Relationship Between PHEIs and Self-Description

PHEI	Self -Description			
	I consider myself globally aware	I am not interested	I wish I were more globally aware	Total (N)
A	N= 51 (29.4%)	N=23 (13.2%)	N=99 (26.2%)	N=173 (45.8%)
B	N=61 (29.8%)	N=28 (13.7%)	N=106 (28.0%)	N=205 (54.2%)
Total (N)	N=112 (29.6%)	N=61 (16.1%)	N=205 (54.2%)	N= 378 (100%)

Additionally, for the other two categories of self-description, participants from both institutions displayed a close correlation as 13.2% and 13.7% considered themselves not interested in GA, whereas 26.2% and 28.0% wished that they were more globally aware.

Section 1 of the survey questionnaire indicates that there is a positive response rate (74.7%) and a relatively large sample (n=378). The demographic results also indicate that the sample is representative of the target respondents as there was diversity among the participants in terms of age, nationality and institution. In summary, the participants consist of more Malaysian than international students;

and most Malaysians described themselves as ‘wishing that they were more globally aware’.

In order to further explore and discriminate participants’ understanding of global awareness, the responses obtained from the 378 participants to the 32 items in the questionnaire were analysed. These items are based specifically on three perspectives of GA: knowledge, skills and participation, which were adapted from the Global Awareness checklist designed by Czarra (2003).

4.3 Section 2: Correlational Analysis

This section deals with the computation of mean and standard deviation of the three different perspectives: knowledge (K), skills (S) and participation (P).

4.3.1 Results of Survey Analysis: General

Before determining the correlation and impact of demographic characteristics and GA, the mean and standard deviations of the different perspectives of GA, K, S and P, were calculated as this provides a better understanding of their influences on GA.

The participants were asked to rate their awareness on GA based on the three perspectives: K, S and P. The survey results were used to identify participants’ views of GA. The questionnaires were based on three different elements namely global issues (GI), culture (C) and global connections (GC) from the three major perspectives of GA that are knowledge (K), skills (S) and participation (P).

Crawford and Kirby (2008) maintain that undergraduates’ knowledge, skills and participation are essential in fostering GA. Moreover, the Partnership for 21st century Skills (2004) further emphasizes the need to instill knowledge, skills and participation in students in order to enhance their GA. Following this, the intent of this section is to gauge participants’ overall GA based on the 32 items. An analysis was conducted using data obtained from 378 participants. After the factor analysis, the scores for each factor were computed under each category. Similarly, mean and standard deviations were calculated for all factors.

The tables below illustrate the frequency of responses received. The categories have been labeled as SU, U, N, A and SA to indicate ‘Strongly unaware’ (SU) = 1, ‘Unaware’ (U) =2, ‘Not sure’ (N) = 3, ‘Aware’ (A) = 4 and ‘Strongly aware’ (SA) = 5. The 32 items, based on the above elements and perspectives are labeled as follows: under the ‘knowledge’ perspective they are labeled as KGI (knowledge of global issues), KC (knowledge of culture) and KGC (knowledge of global connections); under the ‘skills’ perspective they are labeled as SGI (skills in global issues), SC (skills in culture) and SGC (skills in global connections); and under the ‘participation’ perspective they are labeled as PGI (participation in global issues), PC (participation in culture) and PGC (participation in global connections).

Tables 5.5, 5.6 and 5.7 present a detailed analysis of all the 32 items and participants’ overall responses. The mean score of each item indicates the understanding of the participants. The responses are summarised and presented in the following sections.

Table 4.5: Analysis of Participants’ GA from the Knowledge Perspective

No.	Item	SU (%)	U (%)	NS (%)	A (%)	SA (%)	Mean
1.	KGI 1. Global issues exist every day in my life.	0.00%	15.00%	17.50%	45.00%	22.50%	4.721
2.	KGI 2. Global issues affect my daily routine.	5.00%	25.00%	17.50%	37.50%	15.00%	4.679
3.	KGI 3. Global issues can be complex and challenging.	5.00%	17.50%	5.00%	35.00%	37.50%	4.246
4.	KGI 4. My knowledge on global issues can be expanded.	5.00%	20.00%	10.00%	45.00%	20.00%	4.525
5.	KGI 5. I should continue to seek information about how global issues	10.00%	10.00%	12.50%	32.50%	35.00%	

	are formed and influenced.						4.779
6.	KC 6. I know of at least one other culture, other than mine, in depth.	2.50%	50.00%	15.00%	12.50%	20.00%	2.904
7.	KC 7. Culture and communication are closely connected.	5.00%	12.50%	20.00%	20.00%	42.50%	3.437
8.	KC 8. People of different cultures view the world in different ways.	7.50%	10.00%	5.00%	35.00%	42.50%	3.345
9.	KC 9. Cultures are definitely affected by geography and history.	10.00%	17.50%	12.50%	30.00%	30.00%	4.098
10.	KC 10. Different members of different cultures view the world in more ways than one.	2.50%	17.50%	10.00%	40.00%	30.00%	4.142
11.	KC 11. The study of a foreign language gives me the opportunity to learn about another or new culture.	7.50%	7.50%	17.50%	27.50%	40.00%	3.232
12.	KC 12. The general knowledge of cultural areas of the world can unite citizens of the world.	12.50%	12.50%	22.50%	25.00%	27.50%	3.027
13.	KGC 13. All of us are connected to the world in more ways than one: historically, politically, economically, socially, or linguistically.	5.00%	15.00%	7.50%	45.00%	27.50%	4.127
14.	KGC 14. Any type of global connections can result in either positive or negative consequences.	7.50%	12.50%	17.50%	32.50%	30.00%	4.546

Note: *SU*=Strongly Unaware; *U*=Unaware; *NS*=Not Sure; *A*=Aware; *SA*=Strongly Aware

Iroegbu and Eno (2018) suggests that the higher the mean score, the higher the expectation and vice versa. In this study, the higher mean scores indicate higher awareness, and the lower mean scores indicate lower awareness.

The mean score of the overall responses from the participants suggested they agreed that it is important to have knowledge (K) in understanding GA. Under the knowledge (K) perspective, the highest responses came on the A (Aware) scale. The participants agreed that knowledge on global issues (KGI), culture (KC) and global connections (KGC) are important elements that can increase one's GA. The highest mean score of 4.779 came from KGI 5. 'I should continue to seek information about how global issues are formed and influenced'. This indicates that most of the undergraduates felt that exploring how global issues shape and influence them would increase their knowledge of GA. Interestingly, the lowest response was from KC6: 'I know of at least one other culture, other than mine, in depth' (Mean=2.904). Participants acknowledged that they had lower GA due to their limited knowledge of at least one culture other than their own.

As previously mentioned, from the knowledge perspective, specifically KGI5: 'I should continue to seek information about how global issues are formed and influenced', showed the highest frequency as 67.5% of the participants were aware (A) and strongly aware (SA) that they should continue to seek information about how global issues are formed and influenced. The frequency of responses for this category; 32.5% and 35% for aware and strongly aware respectively, suggests that Malaysian undergraduates are aware of the need to continue to seek information in order to increase their GA.

Table 4.6: Analysis of Participants' GA from the Skills Perspective

No.	Item	SU (%)	U (%)	NS (%)	A (%)	SA (%)	Mean
1.	SGI 15. I know how to study about global issues.	7.50%	25.00%	30.00%	32.50%	5.00%	3.339

2.	SGI 16. In order to investigate and research global issues, I only need to have skills such as problem solving, analyzing and interpreting information.	5.00%	17.50%	42.50%	22.50%	12.50%	3.201
3.	SGI 17. I know where to search for information on global issues.	7.50%	20.00%	22.50%	35.00%	15.00%	3.520
4.	SGI 18. I know how to process information found on global issues and then present this information to others.	7.50%	25.00%	30.00%	22.50%	15.00%	3.013
5.	SGI 19. I am able to suspend judgment when confronted with new information on a global issue that is in conflict with my own understanding and values.	15.00%	17.50%	32.50%	20.00%	15.00%	3.637
6.	SC 20. I know how to examine cultures around the world and recognize some of their interconnections.	15.00%	27.50%	15.00%	37.50%	5.00%	3.652
7.	SC 21. I am able to examine the common and diverse cultural traits and I then try to understand them.	10.26%	23.08%	20.51%	30.77%	15.38%	3.587
8.	SC 22. I know how to explain a position or value from another culture in a way that would satisfy a member of that culture.	15.00%	30.00%	17.50%	27.50%	10.00%	3.441
9.	SGC 23. I am able to recognise and evaluate interconnections between local issues and global challenges.	10.00%	15.00%	35.00%	30.00%	10.00%	3.987
10.	SGC 24. I am able to analyse and evaluate the interconnections between my own life and global issues.	7.50%	20.00%	17.50%	37.50%	17.50%	3.031

The second perspective of understanding GA was from the skills (S) category. The mean scores for the skills analysis showed a lower score compared to knowledge. This indicates that undergraduates have some extent of knowledge but lack the skills to apply this knowledge.

Responses for items SGI15 to SGC24 indicate that participants are aware that skills related to attaining global issues (SGI), culture (SC) and global connections (SGC) are important in developing a deeper understanding of GA; however, based on their responses they agree that they may not be equipped with these skills for GA. While it is for undergraduates to have knowledge of their own discipline, it is also becoming increasingly important for these undergraduates to possess a good blend of other skills to increase their awareness (Harvey, 2011). Fallow (2000) certainly agrees that to focus on skills in the curriculum would equip students with a higher awareness. Three of the items in this category, SC19, SC20 and SC22, received the highest frequency of strongly unaware (SA) responses. In short, participants expressed the lowest ability in three of the items: SGI19: ‘Unable to suspend judgment when confronted with conflict’; SC20: ‘Unaware on how to examine cultures around the world’; and SC22: ‘Unaware on how to describe a value found in another culture other than their own’. The mean scores recorded for these items were noted to be the lowest: 3.63%, 3.65% and 3.44%.

The low scores for these skills are further supported in the findings by Zhou & Zhang (2014) where they describe the difficulties faced by Canadian undergraduates as they need to contend with numerous changes such as social change, behavioural change, expectations and educational needs. The impact of such changes can be termed as ‘culture shock’ due to the fact that these undergraduates attend universities where their peers come from cultures different from their own. Hence, they may be ill equipped with the relevant skills.

Table 4.7: Analysis of Participants’ GA from the Participants Perspective

No.	Item	SU (%)	U (%)	NS (%)	A (%)	SA (%)	Mean
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1.	PGI 25. I can make a difference in resolving global issues.	17.50%	25.00%	22.50%	20.00%	15.00%	3.971
2.	PGI 26. I am able to approach global issues, problems and challenges objectively, with no optimism or pessimism.	7.50%	17.50%	35.00%	25.00%	15.00%	3.987
3.	PGI 27. I know that I can identify ways to contribute to the resolution of a global issue.	15.00%	17.50%	30.00%	20.00%	17.50%	3.965
4.	PGI 28. It is important to study other cultures and communicate with people of other cultures.	7.50%	15.00%	7.50%	30.00%	40.00%	4.046
5.	PGI 29. All undergraduates should embrace cultural diversity and practice tolerance for cultural diversity.	10.00%	12.50%	10.00%	32.50%	35.00%	4.426
6.	PGI 30. I should make the effort to study another culture in depth to appreciate it.	7.50%	12.50%	7.50%	40.00%	32.50%	4.181
7.	PGI 31. I am able to respond to information that relates to intercultural topics, especially from the media.	5.00%	20.00%	17.50%	30.00%	27.50%	3.253
8.	PGI 32. I know how to participate in a democratic process, especially as a citizen of the world.	10.00%	12.50%	32.50%	27.50%	17.50%	3.543

The final perspective in understanding GA comes from the participants' views regarding their participation in global issues (PGI). Intriguingly, item PGI26: 'I am able to approach global issues, problems and challenges objectively, with no optimism or pessimism' indicated the highest percentage of 35% under the not sure scale. The lowest mean score, 3.543, came from PGI 31: 'I am able to respond to information that relates to intercultural topics, especially from the media'. This indicates a low participation in intercultural discussions. On the

other hand, PGI28: ‘It is important to study other cultures and communicate with people of other cultures’, showed a high mean of 4.04 and also a higher percentage of frequency of 40% (strongly aware). Both of these responses indicate that the participants are strongly aware of the importance of studying other cultures and communicating with people of other cultures, but because of their lack of knowledge, as indicated in KC6, they are unable to respond meaningfully to discussions on intercultural issues.

The analysis also revealed that one of the highest means in the participation in global issues category is 4.42 for PGI29: ‘All undergraduates should embrace cultural diversity and practice tolerance for cultural diversity’. Responses from participants indicate that undergraduates are aware and strongly aware that they should embrace cultural diversity and practice tolerance of cultural diversity.

The overall results from the survey highlight the importance of all 32 items that contributed to the understanding of GA among undergraduates in Malaysian PHEIs. The ranking of the different perspectives based on the average score for K, S and P based on the means and standard deviations are shown in Table 5.8 below.

Table 4.8: Means and Standard Deviation of the Perspectives in GA

No.	Perspectives	N	Mean	Standard Deviation
1	Knowledge	378	4.95	1.404
2	Skills	378	4.82	1.522
3	Participation	378	4.29	1.506

Table 4.8 indicates that participants believe that knowledge plays a significant role in understanding GA. This is evident from the overall results which has the highest mean score of 4.95 for Knowledge. The participants rated the items under the knowledge category to be the most important factor in determining their GA. Based on the participants’ responses, the highest mean score of 4.779 was noted for KGI 5: ‘I should continue to seek information about how global

issues are formed and influenced’, and 4.721 for KGI 1: ‘Global issues exist every day in my life’.

When it came to skills and participation in understanding GA, the participants felt that these two perspectives, while important, were ranked second and third. A mean score of 4.82 was obtained for skills, and a score of 4.29 was obtained for participation. As a result, although knowledge is considered to be the most important factor when it comes to GA, skills and participation also play equally important roles in the understanding of GA among PHEI graduates.

In conclusion, the high mean scores in this section indicate the importance of knowledge in increasing GA. This is consistent with the findings of the focus-group interviews, which revealed that undergraduates reported a lack of GA content in their program of study. Knowledge is most important in GA in order to develop the skills needed to participate in global issues or connections.

4.3.2 Comparing Participants’ GA According to Age

In comparing the participants’ different age groups with regards to GA, the results specify that participants of different ages do not differ significantly in their awareness on all the three perspectives assessed, namely knowledge, skills and participation. Table 5.9 displays the results of the analysis.

Table 4.9: Comparison of GA According to Age

No.	Perspectives	Age	N	Mean	Standard Deviation	p-value
1	Knowledge	18-21 years	194	4.95	1.404	0.654
		22-25 years	153			
		Above 25 years	31			
2	Skills	18-21 years	194	4.82	1.522	0.875
		22-25 years	153			
		Above 25 years	31			
3	Participation	18-21 years	194	4.29	1.506	0.473

		22-25 years	153			
		Above 25 years	31			

4.3.3 Comparing Participants' GA According to Gender

Table 5.10 displays the results of the t-test when comparing GA to gender. Based on the results, there are no significant differences between male and female participants' responses on all the three perspectives assessed. Based on this result, it can be concluded that both male and female participants' GA does not differ much, with the exception of skills where the female participants have a better awareness compared to their male counterparts.

This is evident from Ang (2015) in her findings on gender-based skills. She noted that females fared relatively better on all skills except negotiating. As skills development is essential in GA, the curriculum should be genderless in training and development of undergraduates. However, this phenomenon of skills differences between genders could be attributed to other issues as investigated by Kinser (2004). These include biological, psychological, economic and cultural attributes of being male or female (Kinser, 2004).

Table 4.10: Comparison of GA According to Gender

No.	Perspectives	Gender	N	Mean	Standard Deviation	p-value
1	Knowledge	Male	102	4.8723	1.3217	0.271
		Female	276	5.0314	1.0652	
2	Skills	Male	102	4.6223	1.0697	0.007
		Female	276	4.9841	1.0052	
3	Participation	Male	102	5.0511	1.2112	0.043
		Female	276	5.1521	.8921	

4.3.4 Comparing Participants' GA According to Nationality

Table 5.11 displays the results of the t-test when comparing GA from the perspectives of K, S and P to local and international undergraduates. When

comparing participants' GA to nationality, the results show a trend towards significant differences between local and international participants' responses on two out of the three perspectives assessed. Based on this result, it can be concluded that local and international participants' GA does not differ in terms of knowledge. However, in terms of skills and participation, international participants have a better awareness compared to the local undergraduates. Similar findings were found in the study conducted by Orth (2015), who stated that Saudi Arabian international students in a foreign country displayed a variety of experiences and different levels of intercultural competencies. In the current study, the focus-group interviews consisted of several students from the Middle East. As such, these experiences and intercultural competencies may have affected international students' skills and participation.

Table 4.11: Comparison of GA According to Nationality

No.	Perspectives	Nationality	N	Mean	Standard Deviation	p-value
1	Knowledge	Local	249	4.8723	1.3217	0.271
		International	149	5.0314	1.0652	
2	Skills	Local	249	4.5234	1.0697	0.08
		International	149	4.6243	.9041	
3	Participation	Local	249	4.1342	1.0707	0.06
		International	149	4.2316	.90517	

4.3.5 Comparing Participants' Self-Description According to Age, Gender and Nationality

In comparing participants' self-description of GA to the different age groups, gender and nationality, the results specify that participants of different age groups do not differ significantly in their self-description. Table 5.12 displays the results of the t-test comparing participants' self-description of GA to age, gender and nationality.

When comparing participants' self-description to age, the results point out that with the different age groups their self-description does not differ significantly. On the other hand, results of the analysis show a certain trend towards significant differences between self-description and gender' and self-description and nationality. Based on this result, it can be concluded that self-description does not differ according to age for this sample group, but there is a statistically significant difference between self-description and gender; and self-description and nationality.

Table 4.12: Comparison of Self-Description According to Age, Gender and Nationality

No.	Self-Description	N	Nationality, Age, and Gender		Mean	Standard Deviation	p-value
1	I consider myself a globally aware individual	112	Nationality	International	4.8723	1.3217	0.271
				Local			
			Age	18-21 years	5.0314	1.0652	
				22- 25 years			
				Above 25 years			
			Gender	Male			
Female							
2	I am not interested in what is happening outside my country	61	Nationality	International	4.5234	1.0697	0.07
				Local			
			Age	18-21 years	4.6243	.9041	
				22-25 years			
				Above 25 years			
			Gender	Male			
Female							
3		205	Nationality	International	4.1342	1.0707	0.06
				Local			

	I wish I were more aware globally		Age	18-21 years	4.2316	.90517	
				22-25 years			
				Above 25 years			
			Gender	Male			
				Female			

4.3.6 Establishing the Relationship Between GA and Demographic

Characteristics

Apart from the significance of the relationships tested using the t-test at 0.01 alpha level, a correlation analysis was also performed. Pearson correlation analysis and Spearman tests were performed to identify the connection between demographic features and GA variables. In this analysis, Pearson’s correlation coefficient was used as a method to investigate the connection between the understanding of GA and the demographic data obtained from the questionnaire, while the Spearman rank-order correlation coefficient test was selected to assess the strength and observe the direction of the connection between three factors: knowledge, skills and participation.

4.3.6.1 Pearson Correlational Analysis Between Demographic

Characteristics and GA Perspectives

This section addresses the relationship between GA, namely K, S and P and the participant’s characteristics.

For the purpose of identifying the correlations, the Pearson Correlation analysis was conducted. In order to find correlations between two continuous variables, at least one Pearson correlation has been used. The value is 0.00 (not a correlation) and 1.00 (high correlation) for this correlation. In this study, Pearson's correlation coefficient was used to investigate the link between GA and demographic information derived from the questionnaire. In Chapter 2 (2.2.2.1), it was indicated that the term ‘understanding GA’ was based on the models developed by Wiggins (1998 and 2004) and the GA checklist constructed by Czarra (2003). The questionnaire for the quantitative research was designed and organised around these six facets of understanding, and the questions were

based on scenarios influenced by these facets. The questions centered on the six facets: self-knowledge, interpretation, explanation, application, empathy and perspective. The questionnaire included various elements of GA or sub-categories of GA from these six facets. These elements are global issues (GI), culture (C) and global connections (GC) that were developed from the three broad categories which are knowledge (K), skills (S) and participation (P). The Pearson correlation test was conducted with this in consideration. The Pearson coefficient matrix table presents correlations between all possible pairs of constructs, such as GA and demographic characteristics.

Guilford (1956) suggested the following results as a guide to establishing the relationship. The results of the different pairs of constructs indicated a positive coefficient of 0.90 to 1.00 as ‘a very high positive correlation’, 0.70 to 0.89 as ‘a high positive correlation’, 0.50 to 0.69 as ‘a moderate positive correlation’ and below 0.59 as ‘low or little correlation’.

In order to establish the relationships between understanding of GA and age, gender, nationality, institution and finally self-description, a Pearson test of correlation was conducted. For the purpose of identifying the relationships the average scores for K (Average K), S (Average S) and P (Average P) were considered. The Pearson correlation coefficients are within the acceptable limits. A complete list of correlations is presented in the tables that follow.

4.3.6.1.1 GA and Age

As previously stated, the understanding of GA is calculated from the perspective of knowledge (K), skills (S) and participation (P) of undergraduates in the areas of global issues (GI), culture (C) and global connections (GC).

Table 4.13: Pearson Correlations of Understanding of GA and Age (N = 378)

		Age	Average K	Average S	Average P
Age	Pearson Correlation	1	.049	.985**	.980**
	Sig. (2-tailed)		.010	.003	.002
	N	378	378	378	378

** Correlation is significant at the 0.01 level (2-tailed).

Correlation is significant at the 0.05 level (2-tailed).

In comparing age with GA, Pearson's r value between age and S, and age and P, are at 0.985 and 0.980 respectively. Both these numbers are very close to 1. This shows that these variables have a strong connection. In other words, changes in one variable, that is age, are strongly correlated with changes in S and P. Based on this, it can be concluded that there is a strong relationship between age and skills, and age and participation in GA. Additionally, since Pearson's r is positive, it can also be concluded that when age increases (our first variable), the skills (variable) and participation (variable) also increase.

On the other hand, when Pearson's r is close to 0, it indicates a weak relationship between the variables. In this case, Pearson's r value of 0.49 shows a weak correlation between age and K. In other words, changes in age are not correlated with changes in K. Therefore, this clearly leads to the conclusion of a weak correlation between the variables. One of the reasons for this may be due to the small range between the age groups. Furthermore, the undergraduates in this study were in their final year with the majority of them below 25 years of age with only 8.2% ($n=35$) who are 25 years and above.

Apart from this, the Sig. (2-tailed) value is 0.003 and 0.002 for S and P. This value is less than .05, thus, it further supports the conclusion that there is a significant correlation between these variables. In other words, an increase or decrease in one variable significantly relates to an increase or decrease in the second variable.

4.3.6.1.2 GA and Gender

When comparing gender with GA, Pearson's r value between gender and GA is close to 0. This indicates a weak relationship between the variables. In this case, Pearson's r value as displayed in Table 5.14 leads to conclusion of a weak correlation between gender and GA. In other words, the difference in gender does not correlate with the changes in K, S or P. Hence, it can be concluded that gender and the other variables are not strongly correlated.

Table 4.14: GA and Gender

		Gender	Average K	Average S	Average P
Gender	Pearson Correlation	1	.053	.035**	.039**
	Sig. (2-tailed)		.250	.108	.454
	N	378	378	378	378

** Correlation is significant at the 0.01 level (2-tailed).

Correlation is significant at the 0.05 level (2-tailed).

4.3.6.1.3 GA and Nationality

In comparing nationality with GA, Pearson's r value between nationality and K indicate a negative value. This could be attributed to the local participants who indicated a lower awareness of GA based on knowledge (K). On the other hand, Pearson's r value under skills (S) is .135 which is close to 1. This indicates that there is a strong relationship between these variables. In other words, changes in one variable strongly correlate with changes in S. Based on this, it can be concluded that there is a strong relationship between nationality and skills. To clarify further, nationality relates to whether the participants are international or local undergraduates.

With reference to the qualitative analysis as presented in Chapter 5, international students showed a higher GA with regard to skills. This relationship will be further discussed in Chapter 6. However, the Pearson's analysis regarding participation indicates a weak relationship between nationality and participation. In this case, Pearson's r value, as displayed in Table 5.15, leads to a conclusion of a weak correlation between nationality and P. Hence, it can be concluded that nationality and participation of undergraduates are not strongly correlated.

Table 4.15: GA and Nationality

		Gender	Average K	Average S	Average P
Nationality	Pearson Correlation	1	-.059	.135**	.039**
	Sig. (2-tailed)		.250	.008	.454
	N	378	378	378	378

** Correlation is significant at the 0.01 level (2-tailed).

Correlation is significant at the 0.05 level (2-tailed).

4.3.6.2 Spearman's Correlational Analysis Between Demographic Characteristics and GA Perspectives

The Spearman rank-order correlation coefficient or Spearman's Rho test was chosen to measure the strength and observe the direction of association between three variables: knowledge, skills and participation. The Spearman correlation coefficient is denoted by the symbol r_s . It is a useful test for a non-linear relationship or when ordinal variables are being used. However, in using Spearman's correlation, part of the process involves checking to make sure that the data can be analysed using a Spearman's correlation (Corder, 2014).

Firstly, the ordinal scale in this analysis is based on a 5-point Likert scale. Participants for this study were required to identify their awareness ranging from 'strongly unaware' to 'strongly aware'. A significant association is established by calculating Spearman's rank correlation coefficient (r_s) which is indicated by $\rho = 0.05$. The value of r_s ranges from -1 to +1.

Secondly, a monotonic connection between the factors needs to be established. A monotonic connection occurs where one of the factors either increases in value or the other reduces in value. The results showed a monotonic relationship between skills and participation. On the other hand, there was no relationship detected between knowledge and participation, and between knowledge and skills.

Table 4.16: Spearman Rank-Order Correlation Coefficient

			AVG K	AVG S	AVG P
Spearman's rho	AVG K	Correlation Coefficient	1.000	.044	-.026
		Sig. (2-tailed)	.	.395	.613
		N	378	378	378
	AVG S	Correlation Coefficient	.044	1.000	.841**
		Sig. (2-tailed)	.395	.	.002
		N	378	378	378
	AVG P	Correlation Coefficient	-.026	.841**	1.000
		Sig. (2-tailed)	.613	.002	.

	N	378	378	378
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** Correlation is significant at the 0.01 level (2-tailed).

Correlation is significant at the 0.05 level (2-tailed).

A Spearman's correlation was run to assess the relationship between K, S and P using the total sample of 378 participants. There was a strong positive correlation between skills (S) and participation (P), which was statistically significant at $r_s = .841$, $p = .0002$. Spearman's rho (ρ) of 0.841 indicates a strong monotonic relationship. As Spearman's coefficient is positive it can be concluded that a stronger awareness of skills is associated with a stronger awareness of participation in GA. In addition, the two-tailed statistical significance of Spearman's correlation coefficient is statistically significant because $p = .0002$, which is less than $< .05$. The results showed there was a significant relationship between skills and participation.

This is in contrast to the relationship between knowledge and skills or knowledge and participation, where there is no significant correlation, as displayed in Table 5.16. This suggests that having a strong awareness of global issues, culture and connections may not necessarily contribute to skills and participation with regards to GA. This might also be due to the lack of exposure to global issues, cultures and connections.

4.4 Section 3: Exploring Source of Knowledge of GA Among Undergraduates

4.4.1 Ranking of Sources of GA: General

For this section of the questionnaire, ten sources of knowledge utilised to increase undergraduates' GA were provided. These sources were entirely adopted from Czarra's (2003) Global Awareness Checklist questionnaire (with permission). In addition, an 'others' category was also provided for undergraduates to state sources of knowledge of GA that were not listed. However, this category received zero response.

Participants were asked to rate the most important source of knowledge when it came to GA. The importance of each source was rated from 1 to 10, with 1 being the most important to 10 being the least important. To determine the response to

the question ‘What are the sources of knowledge of GA among undergraduates in Malaysian PHEIs?’ the frequencies and percentages for each source identified by the undergraduates was determined.

The overall score for the items was computed for analysis purposes. The questionnaire presented ten sources of knowledge, and participants were asked to rank them from 1 to 10, with 1 being the highest and 10 being the lowest. A simple cutoff score based on Draeger’s (2017) method was calculated on the ranking of these ten sources, which were then classified as most important, least important, and moderate. This simple formula was used to calculate the cut off score: $(10-1 / 3)$. In this formula, 10 represents the highest rank, 1 represents the lowest rank, and 3 represents the intended categories. The interval value is 3 after calculation, which is then added to the three categories and ranked as follows: 1. Most important = (1 - 4), 2. Moderate = (5 - 8) and 3. Least important = (9-10).

Table 4.17 provides the complete description of the sources of knowledge of GA as stated by the participants of the survey.

Table 4.17: Rank Order of Sources of Knowledge of GA

Rank	Sources of Knowledge	Frequency	(%)	Category
1	Friends I have made in the university.	276	73%	Most Important
2	Self-reading due to my own initiative to find out more regarding global issues, etc.	268	71%	
3	The situation in my home country makes me want to compare and contrast global events.	246	65%	
4	My own instinct to find out and learn more about global issues, cultures and connections. `	231	61%	
5	Self-awareness about my own identity and culture want me to find out about others.	197	52%	

6	My beliefs that are formed through experiences about what is happening around the world.	185	49%	Moderate
7	My lecturers teaching in the programme I am currently studying in.	156	41%	
8	During my course of study in primary and secondary schools.	147	39%	
9	During my course of study in the university as an undergraduate.	136	36%	Least important
10	Family members who discuss global issues during family gatherings.	125	33%	

The highest ranked sources of knowledge of GA as claimed by the participants include friends (73%), self-initiative (71%), and the need for GA due to the situation in their home country (65%). As for the sources which were ranked as moderate, these include participants' own instincts to find out and learn more (61%), self-awareness (52%), and self-belief formed through their experiences (49%). On the other hand, the four sources of knowledge of GA ranked by the participants as the lowest include lecturers in their current programme of study (41%), during their schooling years (39%), during their undergraduate studies (36%), and family members (33%).

In this analysis, understanding the sources of knowledge in everyday life in order to achieve GA is pertinent. Results of this analysis show a consensus, as discussed in this study's literature review chapter, that learners generally depend on the large amount of experiential knowledge, acquired through their relationships with their friends, to obtain GA. In understanding GA among learners, few studies have discussed this source of information. Wiggins and McTighe (1998), as mentioned in Chapter 2, describe how the understanding of GA is the result of experiential learning, especially the interaction among members of the same group. Hence, this is at par with the most important source of knowledge of GA among participants in this study.

4.4.2 Ranking of Sources Between Local and International Undergraduates

Apart from the general analysis on sources of knowledge, analysis was also conducted to determine the ranking of sources between local and international

undergraduates. Results revealed that the highest order of sources remained the same between the two groups of undergraduates, however, ranking among the first, second and third sources were reversed under the same 'most important category'. The results for the international participants revealed that their number one source of knowledge stems from the need to compare and contrast global events, and to situations in their home countries (79%). This was followed closely by their own initiative (76%), and finally friends from the university as the third most important source of GA at 71%.

This difference in 'source of knowledge' is further supported by the findings in the focus-group interviews for international students. For the focus-group interviews, which were discussed in Chapter 5 of this study, the profile of international participants revealed that 12 out of 14 originated from countries that are currently experiencing political unrest and economic turmoil. The countries of origin of these participants include countries on the African continent, such as Zimbabwe and Nigeria, and also the Middle East, such as Syria and Yemen. The other two participants came from a country that was politically stable and economically sound, that is Singapore. Hence, for the participants from Africa and the Middle East, their sources of knowledge are significantly valid, as these participants belonged to countries that were experiencing political unrest at the time of the interviews.

Another interesting difference revealed is the claim made by international participants that their early schooling years instilled GA in them. 63% of international participants ranked this as one of the higher moderate level sources as opposed to the local undergraduates who ranked their early schooling years as the least important source of knowledge of GA. Once again, this is supported by evidence from the focus-group interviews among international students. The majority of international participants revealed that they received their early education from international schools in their home country. One of the main factors was that these students were enrolled in the Cambridge education system where the teaching staff comprised teachers from the UK. Hence, their teaching methods, subject content and daily discussions were based on life in the UK and

other countries around the world. This provided an early exposure to GA for the international participants.

4.4.3 Ranking of Sources of GA Based on Gender and Age

Analysis was also performed to examine the differences in ranking based on gender and age. The results revealed no significant differences among the sources of knowledge from the overall rankings of the participants.

The analysis for gender showed that the ranking of the sources of GA was the same as the overall participants: 64% (n=276) of the female participants and 71% (n=102) of male participants ranked friends, self-reading and self-initiative, and the need for GA due to the situation in their home countries as the top three sources of GA. The ranking of sources of knowledge in the moderate and lowest level reflected no significant differences.

Apart from gender, the ranking of source of knowledge among the different age groups also revealed no significant differences. Furthermore, the lowest order of ranking was also found to reflect no significant differences from the overall participants' ranking. The lowest ranking for gender and age remained the same, which include schooling years as well as undergraduate years and family members.

Table 4.18 provides the complete description of the sources of knowledge of GA as claimed by the participants of the survey based on gender and age.

Table 4.18: Description of the Source of Knowledge of GA

Rank	Sources of Knowledge	Gender				Age Group					
		Male		Female		18-21 yrs.		22-25 yrs.		Above 25 yrs.	
		Freq.	(%)	Freq.	(%)	Freq.	(%)	Freq.	(%)	Freq.	(%)
1	Friends I have made in the university. (276)	72	71%	190	69%	134	69%	106	69%	22	71%
2	Self-reading due to my own initiative to										

	find out more regarding global issues, etc. (268)										
3	The situation in my home country makes me want to compare and contrast global event. (246)										
4	My own instinct to find out and learn more about global issues, cultures and connections. (231)	62	61%	163	59%	105	4%	84	55%	17	54%
5	Self-awareness about my own identity and culture want me to find out about others. (197)										
6	My beliefs that are formed through experiences about what is happening around the world. (185)										
7	My lecturers teaching in the programme I am currently studying in. (156)	39	38%	108	39%	70	36%	57	37%	11	34%
8	During my course of study in primary and secondary schools. (147)										
9	During my course of study in the university as an undergraduate. (136)										
10	Family members who discuss global issues during family gatherings. (125)										

4.4.4 Discussion on Rankings of Sources of Knowledge of GA

Several studies have discussed the sources of knowledge of undergraduates, but few have focused on specific sources of knowledge of GA. With regards to sources of knowledge of GA among undergraduates in PHEIs as analysed in this study, it was revealed that the highest order sources are friends. 71% (n=378) of the participants claimed that the friends they have made in the university are the number one source of knowledge.

As claimed by Burnouf (2004), the differences and similarities between the lives of people is an important concept for the understanding of GA. The ranking analysis to determine the source of GA yielded similar results. Apart from that, self-education that includes topics such as human rights, environment and peace, as claimed by Reardon (1988), also provide sources of knowledge. This includes self-reading and self-initiative which can be triggered by wanting to understand the situation back home.

Karim (2013) describes the local education system in Malaysia as having lack of information and consideration for 'globalness'. On the other hand, the Malaysian education system was designed to suit the pluralistic society in the country (Ibrahim 2013). Hence, this has given rise to an education system that does not explicitly raise GA within the curriculum. This is also evident from the analysis, whereby the local participants ranked their earlier school education as one of the bottom three sources of knowledge at 38 % (n= 249). As previously revealed, this is in contrast to the international students who ranked school education comparatively higher than the local participants.

Although the reported rank of order for the sources of knowledge varied according to local and international undergraduates, friends still remain the top source of knowledge. This is supported by the views of Bell-Rose and Desai (2010) who claim that students gain new knowledge and skills in order to function more successfully in an increasingly global society through socializing and understanding their relationships with the people around them.

LeBouf (2001), Clarke (2006), Shah (2012) and Filho (2018) conclude in their studies that GA should not be taught as a stand-alone course but incorporated as a global perspective in the school curriculum. On the contrary, LeRoux (2001) opines that anything taught via integration into a particular content of a course usually fails to achieve the intended outcome. In addition, no significant relationship between age or sex, and the highest, moderate or lowest order of information sources in the GA ranking, were found in the outcomes of this research.

4.5 Conclusion

This chapter focused on the quantitative research findings of this mixed-methods study. The purpose of this chapter was to describe the quantitative study's findings before converging the findings of both the qualitative and quantitative research, in the following chapter. Based on the research questions, the findings in this chapter were described in three sections. Firstly, the descriptive analysis of the demographic characteristics of the participants, secondly the description of participants' GA based on knowledge, skills and participation, and finally, a discussion on the ranking of the top ten sources that affect undergraduates' GA. Correlations and regression analysis, such as Pearson's and Spearman's tests, were useful in analysing and deducing information. The statistical analysis showed the results of the various tests conducted in this quantitative analysis, as well as any conclusions that came to light.

In the first section, which is the demographic analysis, the findings verified that there is an important connection between GA and participant age. The majority of participants in this study were between the ages of 18 and 21. However, a weak significance was indicated in the case of gender and nationality. Finally, when it came to the relationship between nationality and self-description, the majority of international participants considered themselves to be more globally aware compared to the majority of Malaysians who wished they were more globally aware. In the second section, the broad categories highlighted were knowledge, skills and participation. The findings showed that there was no

relationship detected between ‘knowledge’ and ‘participation’, or between ‘knowledge’ and ‘skills’. However, the findings revealed a positive correlation between ‘skills’ and ‘participation’. In the third and final section, the findings for the ranking of sources indicate that the respondents rated friends at the university, self-reading and the situation in their own nation as the most important source of their knowledge of GA. Apart from that, the undergraduates’ programme of study, school education and participants’ family members were identified as the lowest sources of knowledge of GA. In addition, the analysis did not reveal any important distinctions between gender and age-based sources. However, there are significant differences in the sources of GA between local and international participants, as both the qualitative and quantitative data explain.

The purpose of this chapter was to describe the results of the quantitative dimensions separately before the qualitative and quantitative results converge and the overall findings of this study are discussed. The following chapter will analyse the qualitative data and present the findings in relation to the research questions.

Chapter 5

Results of Qualitative Study – Data Presentation and Discussion

5.1 Introduction

The qualitative data and discussion are provided in this chapter. This chapter analyses and discusses the qualitative study pertaining to the four focus-group interviews. The participants of the qualitative study consisted of undergraduates from two PHEIs who had completed the survey questionnaires and consented to participate in the focus-group interviews. As the present study aims to understand perspectives of GA among undergraduates from various programmes, it was vital to include only final-year undergraduates as they would have a comprehensive understanding of their programme of study. The purpose of this focus-group interview is to seek answers to the research question about undergraduates' perspectives on the incorporation of GA in their courses as well as their perspectives on the inclusion of GA as a stand-alone course in the programme of study in Malaysian PHEIs. The discussion and conclusion of the results are presented with reference to the previous literature and evidence from other studies which were provided in Chapter 2.

The qualitative study, which is essential in the current study, enables the researchers to access the respondents' thoughts and feelings, whereas quantitative research techniques can be used to determine how many participants perform that specific conduct. Qualitative methods can also help the researcher understand how and why such behaviors occur (Austin & Sutton, 2015), which can help with understanding the quantitative results. Prior to the presentation and discussion of the data analysis, information on the focus-group interviews and the approach used in the analysis of the focus-group interviews will be presented.

5.2 Focus-Group Interview Participants

Four focus-group interviews were conducted in order to thoroughly investigate and comprehend the issues raised by this study. The participants in this qualitative study were final-year undergraduates from two private institutions of

higher learning from various programmes. A total of 29 undergraduates were involved in the four focus-group interviews, and for the purpose of data analysis, the institutions are labeled as PHEI A and PHEI B.

The views of both international and local undergraduates studying in PHEIs A and B are seen as important information towards understanding what GA means to undergraduates in Malaysian private higher educational institutions.

5.2.1 An Overview

Prior to the focus-group interviews, the consent of these 29 participants was obtained. The 29 participants had completed the questionnaire and had willingly agreed to participate in the focus groups by selecting YES on the questionnaire.

The focus-group interviews in the current study were conducted with the following purposes:

- to explore GA among undergraduates in Malaysian PHEIs
- to identify the source of knowledge of GA among undergraduates in Malaysian PHEI's;
- to compare the differences in the understanding, source of knowledge and perspectives of GA between local and international undergraduates in Malaysian PHEI's;
- to identify the participants' beliefs regarding the incorporation of GA content in their programme of study.

The duration of the interviews was 45 minutes to an hour on average. The focus-group interviews were recorded with the help of another lecturer, and the researcher served as the moderator.

5.2.2 Coding and Analysing

This section provides an explanation of the coding and analysing process of the qualitative data. There are several considerations for the coding and analysing process, as well as the development of codes from the focus-group interviews. For example, Mason (2002) proposes a three-level analysis of qualitative data:

literal, interpretive, and reflexive, which has been adopted in this study. The literal level in the current study entails coding of words, dialogues, and actions. The emphasis at the interpretation level is on the emergence of themes based on how participants interpret concepts, values, and rules. Finally, the reflexive level looks into the researcher's role in the process as well as the data collected.

When analysing the findings from the focus-group interviews, both Bogdan and Biklen's (20017) and Bryman's (2008) coding and thematic analysis methods were considered for the manual coding approach as described in Chapter 3. The categories and themes investigated are based on the perspectives of the participants and these perspectives were subsequently extracted from the interview transcript and coded accordingly. The codes from the four focus-group interviews were organized into themes and sub-themes.

Based on the broad categories, sub-categories, themes and sub-themes, a focus-group interview analysis table was developed. Table 4.1 illustrates how the results of the focus-group interviews were analysed and labeled.

Table 5.1: Focus-Group Interview Analysis

Broad Categories and Sub-Categories Explored	Code	Broad Themes and Sub-Themes Explored	Code
<p>Category 1: GA among undergraduates in Malaysian PHEIs</p> <p>Sub-category 1: The differences of GA between the local and international undergraduates</p>	<p>Codes are based on the key points extracted from the interviews, either in the form of words or phrases.</p>	<p>Theme 1: Knowledge</p> <p>Sub-theme 1: Globalization</p> <p>Sub-theme 2: Cultures</p> <p>Sub-theme 3: Global issues</p> <p>Sub-theme 4: Self-awareness</p>	<p>Codes are based on the key points extracted from the interviews, either in the form of words or phrases.</p>

<p>Category 2: Source of knowledge of GA among undergraduates in Malaysian PHEIs</p> <p>Sub-category 2: The differences of source of knowledge between the local and international undergraduates</p>		<p>Theme 2: Skills</p> <p>Sub-theme 1: Critical thinking</p> <p>Sub-theme 2: Communication</p> <p>Sub-theme 3: Language</p> <p>Sub-theme 4: Self-cultivation</p>	
<p>Category 3: Beliefs of undergraduates in Malaysian PHEIs with regards to the incorporation of GA content in their programme of study</p> <p>Sub-category 3: The differences of incorporating GA between local and international undergraduates</p> <p>Sub-category 4: The most important component considered as raising GA.</p>		<p>Theme 3: Attitude</p> <p>Sub-theme 1: Responsibilities</p> <p>Sub-theme 2: Respect</p> <p>Sub-theme 3: Tolerance</p> <p>Sub-theme 4: Openness</p>	

The analysis for the focus-group interviews, as shown in Table 5.1, consists of the broad-based categories and sub-categories explored, and the themes and sub-themes that emerged as a result of similar codes grouped together. The findings from the focus-group interviews were extracted from the transcript and incorporated into the themes and sub-themes during the current study's coding and thematic analysis procedure. The viewpoints of the participants were then coded based on similar words or phrases. All codes were then numbered from number one to twenty-seven (1-27) and the broad themes identified are knowledge, skills, and attitude. The purpose of numbering the codes was for easy reference as well as for comparison among the participants. The following section offers insights into the findings, including an explanation of the codes and themes derived from the broad categories.

5.3 Focus-Group Analysis Results Based on Categories and Themes

This section provides a detailed explanation of the codes and themes extracted from the focus-group interviews, as well as the total number of occurrences of these codes and themes.

Table 5.2 represents the total number of codes and themes that emerged from the thematic analysis process. The transcripts from the four focus-group interviews yielded 27 codes for the sub-categories and 15 codes for the sub-themes as presented in Table 4.2. The total number of occurrences for the sub-categories is 484. There were 83 occurrences in total for Broad Category 1 and 140 occurrences in total for Broad Category 2. For Broad Category 3 there were 261 in total for. There were some significant findings that emerged, such as high occurrences of undergraduates who believed that they were ‘already studying about Malaysia in MPUs’ and ‘the idea of GA for all and remove MPUS’. These are significant findings with regards to undergraduates’ perception of GA in their programme of study. Furthermore, there were also high occurrences of ‘the internet’ on their sources of GA.

As for the themes, these were decided prior to the analysis based on the focus-group interview questions and discussion for this section. There is a total of three main themes: knowledge, skills and attitudes, and fifteen sub-themes that emerged from the analysis. The main themes yielded 65 occurrences, while the sub-themes yielded a total of 127 occurrences. There were 24 occurrences for the first theme on knowledge and 56 occurrences for the sub-themes. On the other hand, 17 occurrences emerged for the second theme on skills, and there was a total of 21 occurrences for the sub-themes. Finally, there were 24 occurrences for the third theme on attitude, with the sub-themes obtaining a total of 40 occurrences. Globalisation, the concept of tolerance, openness, communication, as well as cultures and multi-cultures were some of the significant sub-themes that emerged from the analysis of the focus-group interviews on GA. The main themes with the most occurrences were knowledge and attitudes.

The analysis of the broad categories, sub-categories as well as themes and sub-themes are summarized in Table 5.2.

Table 5.2: Thematic Analysis with Total Number of Codes and Themes

Broad Categories	Concepts Emerging from Broad Categories + [Code Number]	Total Number of Occurrences	Themes and Sub-Themes + [Code Number]	Total Number of Occurrences
<p>Category 1: GA among undergraduates in Malaysian PHEIs</p> <p>Sub-category 1: The differences of GA between the local and international undergraduates</p>	♦To be aware of other countries/everything around the world [1]	23	Theme 1: Knowledge [29]	24
	♦To have a multicultural aspect [2]	24	Sub theme 1: Globalization [30]	29
	♦To know how people are affected [3]	19	Sub-theme 2: Cultures and multi-cultures [31]	18
	♦Political issues among countries [4]	15	Sub-theme 3: Global issues [32]	6
	♦ No one really cares about this [5]	2	Sub-theme 4: Self-awareness [33]	3
<p>Category 2: Source of knowledge of GA among undergraduates in Malaysian PHEIs</p> <p>Sub-category 2: The differences of source of knowledge between the local and international undergraduates</p>	♦ Lecturers during lectures [6]	11		
	♦ Friends during informal discussions or socialising [7]	15	Theme 2: Skills [34]	17
	♦ Internet Readings [8]	24	Sub-theme 1: Critical thinking [35]	4
	♦ Only during English classes [9]	21	Sub-theme 2: Communication [35]	9
	♦ During my school days - primary/secondary [10]	13	Sub-theme 3: Language [37]	5
	♦ Self- initiative to find out [11]	17	Sub-theme 4: Self-cultivation [38]	3
	♦ Due to situation in home country/university [12]	9		
	♦ Self-awareness and self-esteem about my own identity and culture [13]	8	Theme 3: Attitude [39]	24
	♦ Assignment requirement in my course [14]	18	Sub-theme 1: Responsibilities [40]	5
	♦ During family gatherings [15]	4	Sub-theme 2: Respect [41]	7
		Sub-theme 3: Tolerance [42]	19	

<p>Category 3: Beliefs of undergraduates in Malaysian PHEIs with regards to the incorporation of GA content in their programme of study</p> <p>Sub-category 3: The differences of incorporating GA between local and international undergraduates</p> <p>Sub-category 4: The most important component considered as raising GA.</p>	<ul style="list-style-type: none"> ◆ Already studying about Malaysia in MPUs [16] ◆ Not interested [17] ◆ Enough for now as it is included in my course [18] ◆ Important to be included and related to specific content [19] ◆ Should be taught separately [20] ◆ GA for all and remove MPUs [21] ◆ Focus on all countries and not only Malaysia [22] ◆ MPUs a waste of time [23] ◆ Other language classes [24] ◆ Exchange programmes better than teaching [25] ◆ Outdated GA material during lectures [26] ◆ The right person to teach GA [27] ◆ Incorporate religion and cultures openly [28] 	<p>29</p> <p>3</p> <p>9</p> <p>24</p> <p>18</p> <p>26</p> <p>27</p> <p>23</p> <p>28</p> <p>17</p> <p>11</p> <p>21</p> <p>25</p>	<p>Sub-theme 4: Openness [43]</p>	<p>9</p>
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The following sections will discuss further the analysis of the broad categories and themes from the focus-group interviews.

5.4 Results of Focus–Group Interview Analysis on Broad Categories

This section presents the results obtained, as well as the analysis of the broad categories which are based on the research questions for this study. The analysis will also include the themes which were pre-determined prior to the focus-group interviews, and sub-themes that emerged from the focus-group interviews.

It should be noted that the data collected may result in overlapping of categories and themes based on the same responses obtained from the interviewees.

5.4.1 Data Analysis Results Based on Broad and Sub-Categories

The discussion in this section will be based on the three broad categories and the sub-categories.

5.4.1.1 Broad Category 1: GA Among Undergraduates in PHEIs in Malaysian

When it came to GA among undergraduates, the majority of the participants shared similar perspectives. The general consensus among participants is that GA is concerned with ‘what is going on in the world’ (IA02-IA06, IB07, IB03, LA02-05, LB04, LB06). Many of them went on to say that GA is something that everyone should be aware of and understand.

Students were asked to describe what GA meant to them before the interview sessions began. The majority of the undergraduates responded in a similar manner. As one of the participants put it, GA is “...*anything and everything about the world around us*” (IB05). This is an extremely broad definition of GA. The major findings of this section, namely the undergraduates' understanding of GA, revealed a wide range of definitions. According to the literature review section in Chapter 2, defining the concept of GA is a challenging task. During the focus-group interviews, I discovered that the majority of the undergraduates were unable to provide a clear definition of GA, let alone a complete definition of the concept of GA.

The definitions of GA provided by the participants were diverse. It was interesting to note that for some of these participants, GA is all about learning about “...*how different people conduct business around the world*” (IB07). Additionally, another participant defined GA as “...*learning a new language*” (LA05). Based on these answers, one cannot help but notice that, as undergraduates, more specific answers would have been expected from them. Instead, the majority of these participants prefer to generalize their GA by defining GA under broader views. One of the participants also mentioned that to

him “*GA is really knowing the current news related to world affairs. GA is about knowing something about the situation in the world*” (LB02).

Based on the findings, GA among these participants can be classified into two categories: the importance of GA and the elements of GA. The sub-sections that follow will go into greater detail about the two categories.

5.4.1.1.1 Importance of GA

Apart from that broad definition, a vast majority of the participants agreed that GA is important because it simply means knowing everything about the world, and as undergraduates who will be entering the workforce soon, it is “*...critical that they are aware of what is going on in most parts of the world*” (LA02).

Another interesting find from the focus-group interviews is that a minority of participants felt that they were aware, to a certain extent, about what is happening in their home countries, but they certainly did not feel the pressing need to find out about what is happening in countries other than theirs. One participant expressed her view that although “*...there are many issues around the world but as undergraduates these issues have no direct connection to them*”(IA07). In this instance, she believes that being globally aware is insignificant and it is not important to her.

One of the participants in the current study describes GA as something that is self-explanatory. The term GA, according to her, means raising one’s awareness of everything around the world.

The term GA itself is very self-explanatory...it’s very important as international students coming from various countries...to be aware and know what is happening everywhere.

(IA01)

She further states that exposure has to do with everything ranging from multicultural, to environment, to technology, languages and politics.

In the literature review chapter, it was noted that defining GA is an important task as GA encompasses anything and everything that surrounds the person. The term GA was not clearly defined by the participants as all of them have their own personal understanding when it comes to GA. Even though there are similarities in these participants' GA, there are also unique differences that emerged. One of the participants mentioned that GA involves accepting others' religions, cultures and traditions. But the same student seems to contradict her own statement when she further states that:

I don't accept that culture and religion are one...culture is a lifestyle... I am a Muslim...and I have seen certain Muslim ladies who will not do the same things that I do...so that is not the culture but actually a personal preference...we cannot combine those two as if they are one.

(IA01)

Another importance of GA, according one of the participants, is when each and every community takes the right action towards making the world a better place. "*One should really try and understand how people are affected all over the world even when something happens in one's own country*" (LA06). This response drew further attention from other participants in the focus-group. Many of the participants echoed this and agreed with what was said. In addition, another participant stated that: "*GA also means knowing what is happening in your own country. It does not necessarily mean that one has to know only about issues outside the country*" (LA03). but he or she should be well-informed about issues affecting their home countries too.

5.4.1.1.2 Elements of GA

This section presents some of the elements described as essential to understanding GA. Two participants from engineering and medical backgrounds, felt that GA "*is when one is aware about the latest technology and is able to relate this new technology to his or her programme of study*" (LB05). This eventually resulted in a heated debate during the focus-group interview, as other students in the group argued that: "*simply because one knows about the latest technology does not make one globally aware*" (LB07). In this particular instance, technology is viewed as an important element of GA.

Other participants argued that one of the most important components in GA is knowing about cultures and religions. Throughout the focus-group interviews, the terms religion and culture were repeatedly mentioned because the majority of the participants believed that these two components were the most important in raising global awareness. In addition, another participant cited global awareness as:

A mixture of cultures and diverse ethnic groups in the entire world. We need education and exposure to cultures, their general practices...to be globally aware part of the education must focus on these differences among the students.

(IA06)

This sense of aspiration was further echoed by another student when he stated that: “...I think when you get to know the different cultures in the world, different ways people do business or even learn a new language... that’s GA to me” (IB04).

Other participants in this study indicated that environment, and knowledge of social and political elements are important elements to have global awareness. According to two of the participants, when a person has knowledge in these two areas, even if it is superficial knowledge, it means one has the right amount of GA. This is indicated by the response:

For me GA issues deal with environment, then social and finally political...but the most critical one is political...it can be avoidable, but I don’t know why political issues are happening between countries...so when these things happen and I know about them...it could be raising my GA.

(LB05)

Another participant expressed that GA is really about linking issues from around the world:

To me, GA is about people linking important issues to the world... for example, we are faced with global warming...at least all of us have some knowledge about this because it is an important issue...it deals with the

weather and we are directly affected by this...but not in others. There are many other issues that we have no direct connection.

(IA02)

Apart from social and political issues, one participant claimed that knowing and understanding global issues such as global warming is an element that makes one more globally aware. In respect to GA, another participant had quite a different approach on GA. His views suggest that many of us only talk about GA in relation to countries, and not people, situations or even actions. He further responded that GA has good and bad sides to it. As stated by him:

For me, GA has good and bad side...we should see how people are affected all over the world...when we have GA, then our communities can take the right action for a better country and world.

(IB01)

Several participants in the study felt strongly that in order to understand GA, one of the elements is to have direct links with global issues around the world. In other words, if there is no link between them and the global issue then there could be lack of interest, and eventually a lack of awareness. As pointed out by one of the participants:

To me, GA is about people linking important issues to the world...for example, global warming...it is an important issue...it deals with the weather and we are directly affected by this...but there are many other issues that we have no direct connection and so we are not interested.

(LA06)

During the focus group interviews, it was discussed and even decided by the participants that in cases where one does not have direct links to global issues then not being globally aware is justifiable.

With regards to what is GA, these were some of the elements and definitions mentioned repeatedly by the participants. The following sub-category discusses the differences in GA between the local and international participants.

5.4.2 Sub-category 1: The Differences in GA Between the Local and International Undergraduates

Based on the undergraduates' answers to questions posed under the broad category, it was significant to observe that the focus-group interviews revealed conflicting viewpoints by the local and international undergraduates.

It was indeed interesting to discover that in both focus-group interviews, the international participants presumed that their *“GA is definitely higher compared to the local undergraduates”* (IA01). They raised certain reasons for believing that they had a greater sense of GA. By implication, they believed that their *“higher awareness of GA was due to several reasons such as ability to speak English”* (IA08), where English is their common language compared to locals who spoke mostly in *Bahasa Melayu* or in vernacular languages. Furthermore, these international participants also believed that they *“communicated more with other international undergraduates within the campus and hence, creating more opportunities for them to increase their GA”* (IB06). This is one of the sub-themes that emerged from this study, namely communication skills among undergraduates where English is the common language of interaction.

Although the international undergraduates have developed new friendships with the local undergraduates, most of them admitted that their experience did not meet their expectations where raising their GA was concerned. As mentioned by one of the international participants:

Most of us have a sense of GA because we are from another country but for us if we are staying back home I also may not bother to find out about other countries...that's what's happening to the Malaysian students. They are not interested about other countries because they are staying here and maybe work here so no need to find out.

(IA05)

From the perspectives of the international undergraduates, the Malaysian undergraduates lacked the global exposure, which hampered their desire to learn more about other countries. International participants also believed that because they were studying in another country, they needed to stay in touch with their

home country's affairs as well as their families. Their desire to learn about the current situation in their home country is stronger now than it was when they were there. As a result, there is a high occurrence of another sub-theme, 'internet reading', in which these international undergraduates indicated that they read information posted on the internet for the most recent news from their countries. One of the participants presented his views and compared his situation to the local undergraduates:

Most international students, want to know about what is happening in our own countries back home...we want to know how our parents are ...our families etc...so we tend to read up more about our own countries...but Malaysians are already here so there's no need to read up so much.

(IB04)

Three of the international participants are from Africa and the Middle East, both regions which are experiencing unrest. When comparing situations in other countries to their own, these participants tend to be more globally aware. On the other hand, it was indeed surprising to note that one of the participants was simply not interested in GA and not only that, he also was under the impression that most of the local undergraduates thought in a similar way. According to him:

My GA is about what I know. If you mention certain global issues, I think everyone knows something but when it is about GA most of us are not interested. In my opinion, I am more interested in computer science which is my field.

(LA04)

Such a phenomenon is prevalent among most locals, and this could be one of the reasons why international participants felt that local undergraduates had a very poor understanding of global issues. Another finding of the focus-group interviews is that most of the international participants were dissatisfied with their GA as they felt that they are not able to gain a better understanding of global issues due to lack of exposure. They blamed this lack of exposure on the current curriculum. Currently, the emphasis of the curriculum is mainly on Malaysian culture and Malaysian ethnic groups. One international participant strongly pointed out that:

GA is a mixture of cultures and diverse ethnic groups in the entire world...we need education and exposure of the different cultures, their general practices...to get along with everyone...it would be nice to study about other countries in class.

(IB02)

Other international students, especially those from the Middle East and Africa, echoed similar views regarding their exposure to GA. They expressed dissatisfaction with the lack of GA and the lack of promotion of diversity. As one of them indicated:

To be globally aware...we must focus on these differences among the students...this university has a diverse group of students...from the Middle East to the African countries... so we should be exposed to all different cultures.

(IA08)

Malaysian participants shared this sentiment, believing that their GA was primarily focused on Malaysia. This is simply because they have had very limited GA and perspectives throughout their schooling years and into tertiary education. Although the local undergraduates were pleased that the internationals were exposed to Malaysian cultures and values, they felt that they should seize opportunities to learn more about other cultures, religions, and countries. Many of the locals agreed that the day's politics seemed to be the main topic of conversation. As stated by one of the participants: “...*but I think for most of us, only when political issues arise, only then we want to find out more about it*” (LA06).

An important point to be highlighted is the fact that not only did the international participants feel that there was a lack of global awareness among the locals, but also some of the local participants echoed similar views. The local participants, especially the more active students, felt that most locals are also not willing to be exposed to global situations. This is particularly evident in some of the university's co-curricular activities organised to promote fellowship between local and international undergraduates. Although many of these activities were

organised, the participation of Malaysian students was considered rather poor. Some of the answers that have indicated this are as follows:

I organized a cultural event that had different booths to show off their costume and food and their traditional games from other countries. Unfortunately, the participation of Malaysian students was very bad.

(LA07)

Another local participant further stated that:

There were more international students who were interested in all this. Even though the committee for this project was mostly local students, participation from Malaysians was quite low.

(LB03)

However, the findings also revealed a range of opinions among Malaysian undergraduates. The focus-group interviews indicated that for some of the local undergraduates, GA meant socialising with international students. According to the findings, local undergraduates perceive GA as a means of accepting and developing friendships with international undergraduates. Furthermore, as a result of the admission of international undergraduates, local undergraduates believe they have received adequate exposure to GA development. One of the local participants even responded by saying that participating in an exchange program also means having more GA.

The findings also revealed another pertinent concern, that is many of the local undergraduates do not want to be friends with the international students, as expressed by the international participants. According to one of the international participants:

Not many of them...there is very less Malaysian students who want to be very good friends with international students. You will see Malaysian students sitting only with mostly Malaysians and the international students seated with friends from different nationalities.

(IA03)

There was also a perception among several international undergraduates, that “*to a certain extent there was a form of racism expected from the local students*” (IB01). These findings are consistent with the sub-themes that emerged such as openness, respect and tolerance. International students also believed that only

locals appeared to be racist; interestingly, locals perceive international students as only mixing with internationals.

Finally, the findings also revealed that among the international students there was more reference to culture and religion when it comes to raising GA, whereas, to the local graduates, GA is definitely concerned with global issues such as environment, politics and economy.

This can be clearly seen from the two contrasting responses from the local and international participants. For example, three local participants mentioned that:

For me GA issues deal with environment, then social and finally political...but the most critical one is political.

(LA06)

GA is simply about knowing issues that is happening around the world. For example...about knowing the economy, environment, politics and other parts of the world affairs.

(LA03)

Issue such as global warming...I am aware of it because we discuss the topic in our English classes. However, in other classes we don't talk much about things related to GA.

(LB05)

Globally aware is not just about knowing the technology but also other things...things that are happening around the world.

(LA03)

On the other hand, GA is often linked to culture and religion by international participants. Some of their responses include:

To me GA is a mixture of cultures and diverse ethnic groups in the entire world...we need education and exposure to the different cultures.

(IA03)

As undergraduates, I feel we are not exposed enough to international cultures, religions.

(IA07)

In the Malaysian culture, their culture also has certain things embedded with the religion...lifestyle of people definitely includes religion.

(IB04)

5.4.2.1 Broad Category 2: The Source of GA Among Undergraduates in PHEIs in Malaysia

Findings in this section are based on results of the focus-group interviews which aim to describe the source of GA among undergraduates. The results and evidence are discussed in the following paragraphs.

According to the results, the sources of GA of most respondents differ. Some of the participants from the International Business Programme claim that their exposure to GA is through their classroom lessons. This is obvious from their reactions, for example:

I think in our Business programmes, we do talk about other nations and how culture affects business...for those in the international management and business communication courses, we talk more about low and high context cultures.

(IAS7)

The same feelings were shared by another student. Her current source of GA comes from one of the MPU General Studies courses. According to her, some “MPU lecturers sometimes talk about other cultures in the world...but most of us don't really want to know about other cultures and people” (IB02). While this indicates that the lecturer is the source of GA, the participant continued to state that this was not an efficient source as her peers were uninterested and paid little attention. She actually remarked that: “they are actually more interested in the latest hand phones, social media or any other new technology devices” (LB05). Hence, in this instance, the lecturer or the course may not be an effective source of GA for the undergraduates. In addition, another participant also remarked that the lecturer is not an efficient source of GA. His reaction was that there was far too much focus on Malaysia in the course, such as history, environment, ethical relationships, and *Bahasa Melayu* (Malaysian national language), and that may have led to a lack of interest among learners. Some of the respondents agreed

with this and preferred to have classes that genuinely encourage world cultures other than Malaysia. His response was:

We should know about all cultures/countries. Even in MPU we focus only on environmental development in Malaysia ...again, we should be learning about all other countries...we should know about globalisation... especially the multicultural aspect.

(IB02)

Further to that, the participants are aware that these MPU courses are compulsory and stem from the Ministry. The Ministry has strict regulation of the contents and method of delivering these courses. However, many of the participants do not find these courses as effective tools in raising GA. Perhaps compulsion is not the way to increase GA as MPU courses are compulsory courses. As these courses are content rigid and highly structured, they may discourage the younger generation from learning anything. One of the participants also stated that “*no one really cares about what is happening, or maybe some of them try to avoid. Instead of these courses, we should actually help the people who are suffering around the world but no one is trying to help*” (LAS6).

Taking the right action in any situation can definitely be a source of knowing something better. In this case, the participants agreed that if they were made to act on a global issue then the course would be more effective as a source to promote GA. As mentioned by another participant:

In most of our subjects we are forced to learn... when there is a disaster elsewhere, we are interested to help but we don't discuss about it because no one talks about these things in class because we need to cover the syllabus.

(LA04)

The participants here were more concerned that the course, although it can be a great source of GA, has become a hindrance due to the rigidity of the lecturer as well as the course requirements. As stated by another participant:

Well, in my programme, the courses are so structured. There's no innovation in our courses...it is too structured pattern and the lecturers seem to be rigidly following it.

(IA08)

However, I can conclude from the interviews that this is not the case for all the undergraduates. Some of the participants were pleased that there are a number of courses that increase GA and there are lecturers who can be considered their primary source of GA. An interesting topic in one of the focus groups occurred when some of the participants asked each other to mention the course or the lecturer they were referring to. In the International Business course, the two lecturers mentioned as a good GA source are a Malaysian with an Australian degree and a foreign lecturer. As the participant responded: “*well, business is vast subject for example international business...so it has to have updates and new things happening around the world that affects all kinds of business areas*” (IB02).

Other participants also agreed when they mentioned that:

In our Business Programmes, we do talk about other nations and how culture affects business.

(LB06).

Mostly about international companies...for our research paper in the final semester we had to apply certain theories to other countries in other parts of the world.

(IB05)

Another source of GA as mentioned by several participants was their compulsory English class. Although discussions and debates on topics such as global issues and globalisation have been aimed at improving their English language skills, these undergraduates have seen the benefits of these English classes. These classes are definitely considered an important source of GA. As stated by one of the participants:

There were not many deep discussions (on global issues) in our other courses but in language classes that was a main focus... it was aimed at improving our English language.

(IA08)

On the other hand, another participant felt that although there was a lot of discussion in the English class about world cultures and technology, it was very

limited knowledge. He proposes that having a separate class just to raise GA would be better. As claimed by the participant:

But from my English class we cannot learn much. There is some discussion about world cultures but very limited and so I would suggest that there be a separate class to raise GA.

(IA02)

As for the lecturers, they were definitely a source of GA for some of the participants. Two participants had very positive things to say about their lecturers who helped raise GA. As mentioned by one of the participants:

My lecturer is not Malaysian...he's from India who talks about the Indian experience and compares it to my experience in my country, Syria...I think that is very interesting...that discussion got me very interested to finding out more about other countries

(LB04)

As for the other participant, he too felt that the lecturer concerned was his source of GA:

He connects to Australia...he studied there...it was interesting especially in the subject of innovation; one has to be very updated when teaching this to students.

(IB05)

These responses indicated that international lecturers or lecturers with overseas qualifications could be possible sources of GA. Similar views were further echoed by a few other participants. Two participants then indicated that their source of GA is really through informal interactions with their foreign lecturers. These participants stated that they gained value from interactions outside of the classroom. More international lecturers or Malaysian lecturers with a foreign degree could be considered if Malaysia's PHEIs would like to raise GA. Apart from that, according to the responses below, knowledgeable lecturers who are well read and aware of global issues make excellent sources of GA. This can also be seen from some of their responses below:

Dr.X...shocked me... he was the only Malaysian I met who knows about my country, Syria and what is happening there. I had an interesting conversation with him.

(IA07)

Yes, I agree. He is very updated...he knows many things. I think he is one of the first local Chinese I have met who knows about the Middle East.

(IA04)

He doesn't teach me but for the other students they are so happy with him because he is well read and he knows many things about outside Malaysia...he impressed me.

(IB03)

In addition, it was also interesting to note that whilst several participants felt that their source of GA was their lecturers, others felt that their lecturers limited their GA as they provided selective and very little information. Many participants felt that if the lecturers did not avoid topics such as culture, race and religion, these lecturers could have been a great source of GA. As clearly seen when one of the participants claimed that: “...but other lecturers don't seem to speak about global issues. Maybe because they themselves don't know much or the subject matter does not need to connect to other issues” (IB01).

Similar views were mentioned, when another participant stated that:

Although we have locals and internationals in the same class, we just work together on assignments, but we don't discuss anything regarding GA openly

(IB06)

There were also participants who blamed their MPU lectures for not addressing global issues. One participant reflecting on his MPU class and said that:

In one of the MPU subjects the lecturer brings up global issues but even that is very limited. The discussion is also mainly about Malaysia. So, what about the other cultures...how come MPU subjects do not cover all other cultures as well. We don't only want to know about Malaysia but other countries as well.

(LA07)

However, in this instance, one needs to also understand many factors that may lead to this. Firstly, lecturers have to ensure students meet the course-learning outcomes. Hence, being an MPU course, the learning outcomes are limited to knowledge about Malaysia. Secondly, the MPU courses are prescribed and regulated by the Malaysia Qualifications Agency (MQA). These courses have pre-determined content that the lecturer self-regulates and is required to complete within a stipulated period. Hence, this rigidity towards university compliance may be the reason why some lecturers are considered a poor source of GA.

Another source of GA frequently mentioned by the participants is interaction among peers. Due to the composition of the international and local undergraduates in these PHEIs, there is better GA among these undergraduates. As vividly stated by one of the participants: “*my GA is actually not from reading, mainly it is from friends. especially when I make new friends from different parts of the world*” (LB04). The sharing of ideas and views among the undergraduates greatly increases one’s GA.

Another participant cited similar views that his GA is “*mostly by mixing with others*”. When the participants talk about interaction as their source of GA, it is evident that their actual experience is interaction beyond the classroom. As clearly stated by one of the participants:

My source of GA is mostly from conversations with friends. These interactions were more than what I learned in the classroom during lessons.

(IA08)

All participants had some experience or other when it comes to their source of GA particularly via interaction with others. As per the findings, the participants had positive things to say about friends being an important source of GA. As stated by one of the participants: “*as for me, my GA is actually not from reading; mainly it is from friends...especially when I make new friends from different parts of the world*” (IB06).

In addition, another participant suggested that the provision of interaction and other communication activities outside the curriculum was his source of GA. He mentioned that “*co- curricular activities are important so that we can communicate well, to know about our country and others around us*” (IB06).

Finally, self- reading or having the initiative to find out more about other cultures, religions and issues related to other countries is another source of GA. Some of the participants felt that learning about other countries is actually a very desirable thing. In other words, the source of GA is not the lecturer, peers or even the curriculum, but self-initiative to seek new knowledge or information. As stated by two of the participants:

Actually, knowing about another country does not have to be through our curriculum and textbooks only...it can be from anywhere. It is basically if people are interested and then they would go out to find out more information about all this.

(LA03)

As echoed by another participant:

There are students who want to know about other countries...and so they choose to find out. Either from friends, lecturers or they read on the internet.

(IB01)

With regards to identifying the various sources of GA, there are definitely a variety of sources as described by the participants. The following section will discuss the differences in sources of GA between the local and international participants.

5.4.2.2.1 Sub-Category 2: The Differences in the Sources of GA Between the Local and International Undergraduates

This section will address the distinctions between the local and international undergraduates with regards to their source of GA. Based on the responses to the questions posed under the broad category, it is important to note that the focus-group interviews revealed interesting views presented by the local and international undergraduates.

In identifying the source of GA, both groups of international participants had much to say about raising their GA. However, it was interesting and, at the same time, disappointing to note that this was felt by one local student: *“no one really cares about what is happening, or maybe some of them try to avoid”* (LA05). It was disappointing as this meant that undergraduates, and in particular the Malaysian undergraduates, were not really interested in GA. However, it was interesting to note that this participant felt that instead of merely reading and knowing about global issues, one must *“actually help the people who are suffering around the world”*. But he also points out that amongst the local undergraduates that he knows, *“no one is trying to help”* (LA05).

From the findings, it can also be concluded that even the local Malaysian undergraduates are not interested in the MPU courses. To these participants, the MPU courses consist very much of Malaysian elements that have already been presented during their school days. Hence, learning more about Malaysia alone does not raise their GA. As stated by one of the participants: *“...assignments should also include finding out about other countries. Unfortunately there is no such thing like that”* (LB06). This perhaps is one of the reasons the local undergraduates are more interested in *“the latest hand phones, social media or any other new technology devices”* (LB06).

In respect to this, the international participants' answers seem to match the local undergraduates' attitudes towards GA. Some of them felt that the Malaysians did not seem to be interested in knowing what was going on outside Malaysia. As stated by one of the international participants:

Unfortunately, most of these students who are sharing and asking about

others' cultures are international students. Sadly, not many Malaysians do this...they don't look like they are aware about our countries too.

(IA03)

Further to this, another international participant claimed that:

Only in the first class they ask where we are from then all is forgotten ...outside the class no students come asking about what's happening in my country.

(IA04)

Another point highlighted by the international participants is that they themselves are a good source of GA for the Malaysians; unfortunately, many of the Malaysians do not take advantage of this. In classes they are usually placed in groups for assignments and other activities, but the international participants felt that: “*although we have locals and internationals in the same class, we just work together on assignments, we don't discuss anything regarding GA openly*” (IB03).

On the issue of interaction as a source of GA, the majority of the international participants felt that Malaysians did not interact much with them but preferred to clique among the locals only. Hence, due to this, the locals have a presumably lesser GA compared to the international undergraduates. This is evident in some of international undergraduates' responses such as:

Malaysians don't gel so much with the international students much. They move together most of the time...usually they sit with their own friends from the same ethnic groups.

(IA08)

They further pointed out that:

Mostly international students are the ones who like to ask each other about their cultures. To me the locals don't really want to find out.

(IB02)

Another international participant further stated that:

I am from Sri Lanka, but I look like a local so they speak to me sometimes in Malay. But when I tell them I am from Sri Lanka, then they don't ask

about anything. The only people who ask me about my country and what is happening there are the other international students.

(IA07)

Based on several of these incidents it seems as if the international students agree that the locals are in fact uninterested in knowing more about their international peers, their culture or even their country. Another fascinating belief I found among the international participants is that even though the internet is the widest source of GA, these international participants felt that the local undergraduates hardly ever read international news via the internet. According to one of international participants, *“I think most locals hardly read the internet news...they use the internet more for games and social media”* (IB07). However, later she added that: *“I am not saying that the internationals don’t do that, they do, but they are also in touch with what is happening back home”*(IB07). In other words, there are similarities in the internet usage between locals and internationals, however, international undergraduates definitely want to be in touch with the situation back home. Hence, she believes there is definitely a greater use of the internet as a source of GA by the international undergraduates.

In addition, international participants also reported that they were keen to share information about their country with everyone, especially with the locals, thus becoming a source of GA to other undergraduates at the university. They truly felt that they could make a difference by sharing information about their home countries and, subsequently, enhancing the locals’ internationalisation. However, not all shared the same sentiments as a few of them felt that there is a lack of interest regarding GA among the local undergraduates. As claimed by the international participants:

I think among the students only perhaps 10% is interested to know about what is happening outside the world, in other countries or even trying to find out where I am from...many of them are not interested.

(IA01)

This was further supported by another international participant who stated that:

This is more so among Malaysian. I think Malaysians are hardly interested to know about other countries. I think their GA is quite limited.

(IB07)

When probed further on their reasons why they thought Malaysians were not interested in raising their GA, one of the international participants claimed that:

The country is also politically stable so no need to care about others. I bet if I get 10 locals and ask them about Malaysia, their culture, currency. many of them will say they don't know...they probably really don't know much.

(IA05)

Another international participant from one of the countries in the Middle East which is currently making headlines identifies the internet as his 'best friend' throughout his undergraduate years. To him, the only source of information of GA is definitely the internet. As claimed by him, "*thanks to social media I get to know what is happening back home immediately, even a small thing happens and I get to know about it very fast*" (IB06). Apart from that, he continues "*because I read the internet widely about what others say and think about what is happening in my country, I am knowledgeable*". On the other hand, it is interesting to note that he too realizes that his knowledge is limited because his interest (just like fellow Malaysians) is only about his home country. As he further stated: "*I get know these because my country is in the headlines but about other countries my knowledge is still very limited*" (IB06).

The focus-group interviews further revealed fascinating views from the local graduates regarding their source of GA. I found that the local participants were certainly less vocal when I enquired about their lack of GA. Although I prompted and followed up with extra questions to guide them, I found their perception of what GA meant was quite different from the international participants. In other words, their sources of GA differed, to a large extent, from the sources cited by the international participants.

One of the main sources of GA as mentioned by the international participants was interaction among peers. Even though the local participants agreed that socialising is an important source of increasing their GA, one student still felt

that there was actually no reason to know about global issues. His argument was that, “*even Malaysians don’t know their own cultures. Malaysians also don’t want to know about other countries. They even don’t know what is happening in the country. why want to find out about what is happening outside*” (LA01).

In addition to that, I was also told during the interviews that local students do not have many international friends. The local students simply tend to keep close to each other and are even in some instances afraid to share information on culture, religion and even speak to their international peers. This can be seen from the response from a few of the local participants, as follows:

Actually, I do have a few friends, but I am not that close.

(LA02)

We are also scared about talking to them. We are not used to be talking to them.

(LB05)

We also don’t know much about those countries so we don’t talk much to them or even try to find out.

(LB07)

Interestingly the international participants felt the same way. They shared similar sentiments. To conclude, as stated by one of the participants:

Mostly international students are the ones who like to ask each other about their cultures. To me the locals don’t really want to find out.

(IA04)

5.4.2.3 Broad Category 3: The Beliefs Among Undergraduates in PHEIs in Malaysia with Regards to the Incorporation of GA in the Curriculum

This section introduces Malaysian PHEIs undergraduates' views about integrating GA into their study curriculum. In this category, despite the different opinions expressed at the outset by the participants, all agreed unanimously that GA should be included in their curriculum. Some of the respondents, however, were somewhat skeptical about how and when, and the limitations they foresaw before it could be implemented. To these participants, incorporating elements that lead to GA is essential in the undergraduate curriculum. However, the participants were also apprehensive with regards to the right lecturer identified to teach this. According to this student:

I think most of the time it is the lecturers who avoid discussing this topic. It could be because it is sensitive. But when it comes to political issues, many of them don't want to talk about it...so no political issues. To me it seems like the lecturers just want to play safe.

(IA03)

In addition to that, another participant indicated that there is definitely a necessity to raise global issues especially in relation to his course that is the International Business course. There is definitely a need, he noted "*because in my business classes we need to connect the business environment to the current situation around the world and recent events*" (IB03). The participant further stated that any programme of study must be relevant especially because he needs this when he leaves the university and starts working life. So, the quality and quantity of GA exposure certainly has a lot to do with the lecturers' skills and knowledge.

As another participant argued that, not only did some of the lecturers avoid major global issues, but they may not be updated on these issues. For example, in her Biotechnology programme, this participant felt that there was so much information that this particular lecturer could share with the class but, "*in my programme, Biotech I don't see much of this, I don't think the lecturers are very updated...at least not to the extent I would like the lecturers to be*" (IB02). In other words, undergraduates would definitely like to see an inclusion of GA in

their programme of study but are doubtful if their lecturers will be able to deliver the skills and knowledge effectively.

This sentiment is further shared by an engineering undergraduate who added that the lecturers involved may not just be outdated but also very rigid with regards to the completion of the syllabus. In such situations, he felt strongly about the rigidity of the educator who insists on completing the stipulated syllabus without diverting to other GA related topics.

Another student agreed, when he stated:

Yes, that's the same with my faculty, in engineering we have some lecturers who have international exposure and some knowledge about other cultures but are bound to certain rules and regulations. I think they are rigid that they must complete the syllabus only and nothing else.

(IA03)

However, in such a situation, the lecturer should not be completely blamed for not including GA discussions as it is compulsory for lecturers to complete the delivery of the content in the approved syllabus within a stipulated time. On the other hand, lecturers do have an obligation to provide quality education and produce employable and well-rounded graduates; therefore, global issues that are especially relevant in enhancing students' knowledge of the course should be included.

During the focus-group interviews, I also wanted to find out other reasons why students think lecturers avoid discussing global issues. One important point raised by one of the participants explains this well. According to the participant, during his Economy class there was a need to discuss economic growth, and as one opinion led to another, the class started discussing and comparing political situations and leadership in their countries. When that happened, the ambience became rather tense as there were strong verbal exchanges between the locals and internationals. This then disrupted the teaching and learning taking place in the classroom. Such discussions may cause the lecturer to steer away from GA during academic discussions for two other reasons. The first is lack of awareness on the lecturer's part and the second is to avoid offending any student in case

their countries are mentioned as examples of poor leadership or currently in political turmoil. This is perceived by a participant, who claimed that global issues are usually political issues:

But to me if we talk about political issues then we can be more aware about what is happening around the world but the lecturers always try to avoid political issues. I think political issues are the most important topics when discussing GA.

(LB06)

Apart from that, two other participants voiced their opinions that even though they agreed that GA should be incorporated into the programme of study, “*we must not overdo it*” (LB03). In other words, it is an essential part of a curriculum but too much emphasis on global issues may affect valuable time that should have been spent on the required content matter of a particular course. Another pertinent point raised by another participant is that if GA is incorporated then will it be tested during examinations. Some participants feared that their global knowledge may be somewhat limited and that they may not be ready for an exam on this topic. Further to this, the participant was also concerned about the appointment of the right lecturer to teach a GA education course. According to the student:

Yes, to me it should d be incorporated...to appoint someone to teach it may be a little difficult...I think it may not be necessary to include a full class...We should know about it but should not spend too much time. It should be together with the subject, maybe around 30 minutes will do. Otherwise we will not be able to complete the syllabus, and there will be too much talking.

(LA04)

Interestingly, both groups of students agreed that there do exist many global issues around us and there is also a pressing need to talk about them. They felt this was especially so because they will be graduating soon, and so by equipping themselves with information on global issues, especially on issues closely related to their programme of study, they will stay relevant to the industries. On another note, the participants agreed that although these were important aspects of their degree education very little is mentioned about global issues and so less

exposure on GA is given to undergraduates. In relation to this, the focus-group interviews noted some fascinating views from the participants. Three of the participants claimed:

Perhaps a little bit is mentioned in international business and that is about all the GA we are exposed to in our programme of study.

(IB06)

Yet another participant claimed;

In engineering, we don't talk about anything other than new technology ...we talk about technical aspects only...example we always compare the engineering technology with Japan...only Japan. I don't remember mention of any other country, perhaps Germany because of engineering but even that is very limited.

(IA08)

A final statement given by another participant stated;

For computing, we do have some lecturers who raise GA and global issues from some parts of the world but related to computing and computing technology. Before class they ask if we know of any new invention...but sadly only one lecturer talks about other countries during lecture.

(LA03)

The fact that GA education would contribute positively to their future is a strong belief from another participant. He is of the opinion, “*when we are globally aware we can place ourselves in better standing. We can have a good life, better jobs, and we are aware of things around our work place*” (IB05).

During the first part of the focus-group interviews, many of the participants viewed GA as being aware of the many cultures around the world. These participants believe that incorporating GA education into their curriculum would definitely increase their awareness of the different cultures around the world, and also by incorporating GA, their programme of study would become more interesting. One of the main reasons for wanting a GA course as mentioned by several participants is that the idea of learning new and different cultures is exciting for them. This can be seen in some of their responses as stated below:

The programme of study does not have GA. Even if it had, I am not aware as none of my courses talk about it...my current courses are very boring.

(IA02)

We would definitely like to learn about other countries and their cultures. I don't know much about other cultures and countries, especially about the festivals in their culture.

(IB03)

If we have the opportunity to celebrate and learn new cultures, we will surely take part in it.

(IB04)

There should be more courses promote other cultures or bring people from other countries to explain about their lives.

(LB03)

Based on their responses, it is clear that the participants felt there could be more courses to promote GA as such courses could definitely enrich their lives. On the other hand, several participants also felt that, by incorporating GA into the curriculum, there will be an increase in cultural exchange and there will be a tendency to connect culture to religion. As stated by one of the participants, “*culture is a lifestyle that is influenced by one's religion*” (IA08). So, when this takes place, GA in the curriculum may lead to differing views and heated debates. One of the participants, talked at length regarding this, as he had experienced it just recently. As stated by him:

When we say culture there is always a tendency to relate it to religion ...culture is a lifestyle that includes religion. So, it is important that we have to deal with these cultures carefully, when we promote global awareness, talk about cultures...it will look like the lecturer is imposing certain things on the students. So maybe that is why there is less GA in the class. We don't want to impose anything on anyone if it is something against their culture or religion. Cultural promotion must be done in a particular way so as not to impose or be bias to certain people.

(IB06)

From this point of view, it is clear that although students welcome GA in the curriculum, there is a slight apprehension about the consequences of delving deeper into global issues or any other issues related to raising GA. In this light,

it can be said that the participants felt that having the 'right' lecturer who can promote different cultures in a particular way is necessary to keep the harmony in the classroom.

Besides new knowledge about the various cultures, incorporating GA into the programme of study will definitely enable undergraduates to have a broader mind and become increasingly accepting of one another. Additionally, GA will also improve one's knowledge of the latest developments in the different industries. This is evident from one of the participants, who stated:

The purpose of GA should be to maintain or give students a broader mind to accept all other cultures regardless of the fact that it may be biased in your own culture...ways of the world even if it is biased to our own culture...what I find here is that people can be stereotypical ...label others in a certain way based on the limited knowledge that they have regarding other cultures that they know of.

(IA02)

Another participant also had similar views when he said;

In my engineering programme, Germany is the place for engineers so we would have a better exposure if we had German language classes.

(IA05)

Hence, considering the job opportunities, either locally or abroad, the participants believed that by incorporating GA in their programme of study, it would definitely be advantageous for them especially in their working life.

Several other participants claimed that one of the ways to incorporate GA is to conduct language classes such as Mandarin, German, Spanish and French. These participants felt that there would be greater exposure to GA if these language classes were included in the curriculum. Some of their responses pertaining language classes and GA can be seen below:

It will be good if the university provides these classes. Last year students taught these classes and volunteered for it but then it was dropped...the students were too busy and could not manage their time and schedule

properly so the classes were cancelled...and so it would better for the university to organise these language classes

(IB07)

The university must also keep in mind that for foreigners we may go to different countries to work...so the university must provide the provision to learn other languages, like French and German

(IA02)

I believe if we have the language... we have a better chance of working overseas

(IB07)

Interestingly, some of the participants connected these language classes to MPU classes. They felt that MPU courses should consist of language classes, not just *Bahasa Melayu* classes. As language classes will require some part of culture to be incorporated, these participants suggested having language classes to raise GA. This can be seen from the statement:

In a language course there is always a need to study the culture too... by this, students can then have a better awareness.

(IA02)

Besides implementing GA education within the classroom, the participants were also asked about their individual courses' requirements. This was done to find out if assignments were actually given that required exposure to GA. Indeed, this is a method to incorporate GA into the study programme. Independent learning for assignments that require some discussion of global issues can be seen as increasing their GA. Unfortunately, the question received many negative responses. Some of the participants stated:

No. not even one so far...no assignment with any cross-cultural values... no assignments to relate to GA.

(IB01)

My programme, Biotechnology is a vast subject but hardly any connection to outside world, maybe the lecturers are not very exposed to technology outside what is in the content. Because they never seem to make any connection with global.

(LB07)

Another participant claimed:

When it comes to work perspective, in engineering we have something related to engineering but nothing to do with cross cultural perspective...those are not in our syllabus...but nothing to do with cultures...in engineering line cross cultural perspective will be very valuable for us to make connections to people and industry.

(IA08)

The focus-group interviews also brought to light that for some of the courses, the assignments include case studies, and these case studies were actually from other countries. However, the intention was not to promote GA amongst students. As stated by one participant:

There's not much promotion of what is happening globally...or assignments on what we can hope in the future...it's just what we can expect in the future...sometimes the assignments are case studies regarding solving current problems and these are not related GA.

(IA07)

Apart from the participants mentioning non-GA related assignments, two of the participants voiced their dissatisfaction with the teaching and learning tools and methods. They found the current slides used during lectures to be outdated and rather confusing. This issue surfaced as the participants started thinking about a GA course and its impact on them. For a GA course to be successful, the tools, the method and the content of teaching and learning would require greater thought. As stated by one of the students:

Lecturers must also be aware that in a class of 75 students not each and every one will pay attention to them...if the slides have too much written then it is too confusing...and it is very confusing...the irony of it they don't implement that when they are teaching us...lecturers should also keep in mind whatever they do or say will affect students

(IA02)

In addition, some of the participants also believed that implementing GA as a compulsory course may defeat its purpose of increasing undergraduates'

awareness. One of the participants mentioned that when “*it is based on compulsion it may not achieve a desirable outcome. In short, if we make GA a compulsory course then maybe this will not happen*” (IB06).

Implementing GA as a course requires commitment from all parties. As stated by one of the students:

There must be strict implementation. I don't think the change is merely by the university or school level but really must be from the students themselves.

(LA05)

In addition to that, the participants also voiced their opinions on whether GA should be embedded into the existing courses in the current programme of study or as a stand-alone course. Two of the participants were of the opinion that both ways should be adopted; that it is embedded in the courses and as a stand-alone course. As stated by these two students:

... should be taught alone and also incorporated...the university should include both ways into our programme

(IB03)

Another participant stated:

If it is incorporated into the course, then we can see the relevance of it today...the course will be more current...and if it is taught as a stand-alone then we will be more aware of what is happening and in touch with current issues.

(LB07)

However, one critical point mentioned yet again is that whichever process the university adopts, the crucial element is to identify the right person for the job.

As claimed by one of the participants:

It's important to be incorporated in the curriculum...the university should find the right lecturer to spearhead teaching this course to students...and in different types of situations...the person must be someone who is exposed and expressive to teach a GA course.

(IA08)

This same sentiment was further stated by another participant when he said that “GA as a subject should be definitely implemented and we need someone who is also critical to teach the course and make students more aware” (LB01).

In other words, the lecturer concerned should be someone who is well-informed and well-equipped. One of the main concerns raised by the participants is misinformation or even lack of knowledge transmitted to undergraduates. One of the participants mentioned that, some “lecturers just mention some things that happen around the world. They don’t really elaborate or explain. And there is no further discussion about it as asking us to go and find out more about something” (IB02). On the other hand, another participant highlighted the current situation in his class where he found the lecturer to be well-informed and often relates the course content to the industry, especially about other countries. As stated by this participant:

As for my course the lecturer only focuses on the subject matter and relate to what’s happening in another country, if that is relevant to our subject...so that is about all the GA exposure we have.

(IA06)

One of the participants, who is currently doing a degree transfer programme was disappointed as she felt that her GA was really limited. Her lack of GA was due to too little exposure as the curriculum currently only focused on American culture and everything American as she was in the American Degree Transfer Programme. In this case, it seems that there is enough exposure to raise GA but that it was limited by the programme of study. As claimed by the participant:

In my ADTP programmes, the focus on GA is about everything American...unless there is a lecturer from another country. Otherwise, it is very limited exposure...we talk about the American history, government etc.

(LB07)

Apart from the curriculum that the participants felt was limited and did not raise their GA, these participants also stated that they lacked the opportunity to be exposed to GA issues by certain lecturers who totally avoided any discussion of this. These participants felt that there should be GA in the programme of study

as, many “*subjects don’t make relation to industries and incidents...our syllabus is very structured. There is a need to complete syllabus and so not much time to talk about other things. So, there is less innovation regarding new things happening around the world. But if we talk about these things, then this can actually avoid conflicts*” (IA05). In addition, they further claimed that lecturers also avoided discussing global issues as they were afraid to create any conflict. As stated by one of the participants, the “*lecturers want the students here to focus on studies and not debate on any important issues that are not subject matter related. They are afraid I think that they don’t know much about what is happening around the world*” (IB03).

Finally, the participants also mentioned that currently there was less exposure to GA due to a very structured and condensed syllabus that made it impossible to complete the syllabus within the stipulated time. Hence, by further integrating GA, the lecturers may not be able to complete on time. Also, where the courses are concerned, the participants once again reiterated that not only should GA be limited to MPU courses but should be incorporated in the curriculum where content taught in the classroom is connected to global situations outside the classroom. This is clearly stated by one of the participants:

But I don’t think it should be only MPU courses...in all our courses lecturers should connect the syllabus to global situations. Currently, this aspect is lacking. More than 50% of the lectures are also not raising GA. The syllabus is also not based on current situations.

(LB07)

5.4.2.3.1 Sub-category 3: The Differences of Beliefs Among Local and International Undergraduates in PHEIs in Malaysia with Regard to the Incorporation of GA in the Curriculum

One of the most commonly mentioned courses in the participants' programme of study, which is closely connected to GA, are the MPU courses. The current content of MPU courses is more widely discussed among the international participants compared to the local participants. To the international participants, their greatest concern is that their exposure to GA is mainly through MPU courses, and the focus of these courses is Malaysia. According to one of the participants:

In my opinion, although MPU courses give us some GA, I feel they only deal with Malaysia...when we talk about ethnicity there is not much on ethnicity around the world...instead the focus is always only on Malaysia.

(IA06)

These international participants also fear that when they leave to return to their home countries they may not have enough GA or know enough about global issues, and this may cause them to be labeled as outdated. One of the participants voiced his concern when he said, *"I don't want people to say that students studying here be labeled as outdated students or don't know anything about the outside world...we are not globally aware if the courses are not taught"*. Another participant shared the same sentiments when he opined, *"I think all our core courses must have the connection with other cultures and things that are happening outside the university....regarding the subject there must be connection....we are after all going to go out and work away so it will be relevant....once we are done with our studies we all plan to move out and find work elsewhere...in another country so we have to be relevant"*.

(IA02)

Other international participants also agreed with the above statement regarding the limited content in the MPU courses. According to one of the international participants: *"Yes, why do we only need to focus on Malaysia...we can always talk about Malaysia and then connect it to other countries as well"* (IB04).

Further to that, the international participants also felt that even though the MPU courses were designed in such a way so that they learned more about Malaysia,

they wished that the current curriculum was more inclusive of world affairs. As mentioned by one of the participants:

If possible since we are already taking MPUs maybe it will be better to make some changes to the MPUs courses. The university should change the MPUs and make it more global. They must include things about other countries too.

(IB05)

They further voiced their views that the curriculum must have changes that are beneficial for both the locals and internationals. It was felt that the locals were overly exposed to Malaysian elements instead of global issues. As stated by one of the international participants: “*We have MPUs regarding Malaysia only...but maybe our MPUs should be other countries too...the ministry could think of adding some element of GA, so that students have a wider perspective*”. (IB01)

One interesting belief of one of the international participants is that the current MPU courses are simply a waste of time and money. These courses do not bring any international or global elements to the classroom. As strongly stated by him:

Yes, we took it and it is just a waste of time. But at first, I thought English was useless for me but attending the English classes I developed my skills. I can do research and analyse articles written in English even better now. But, where MPUs are concerned, I agree that it is a waste of money. Why can't MPUs focus on more interesting topics? I wish the focus will be on more global aspect or just different things.

(IB07)

Perhaps if the curriculum is more inclusive and the implementation as well as the teaching methods were done differently, then the international students may not feel this way.

The local participants also shared similar beliefs. Many of them felt that the MPU course curriculum places too much emphasis on Malaysia, Malaysian culture and Islam. To many of these participants, Malaysia being a multi-racial country, the focus should be on the rich pluralistic country and also other cultures

outside Malaysia. This was clearly mentioned by two of the participants who stated the following:

...but in Malaysia, the only thing happening is about Malaysia, Malay and Islam. I can say nothing new is introduced to us. We all only learn more about Malay culture, Malaysian, Islam...

(LA01)

As confirmed by another participant:

But if we talk about Malaysia, then why not practice equality in studies, where there is balance in the discussion. Why not talk about all cultures and religions?

(LB07)

However, unlike most of the other responses received, one of the local participants had a fascinating view. He questioned having GA in the curriculum. He believed that GA cannot be taught or even measured by the syllabus or content of the course. He believed, GA should be observed and assessed outside the classroom. As claimed by the participant: “GA should not just be in the curriculum but included in our daily life...practice these things in our personal life. We should focus on what contributes for us” (LB03).

In response to that, another local participant further added that he agrees that there is no need to know too much about global issue but raising GA specific to the subject is essential. He believes that GA should be raised using global issues related directly to the programme. This can be seen from his response as stated below:

I am a computing student, so GA should be about computing. We should know about computing to improve our lives. Some say we should also get to know about other issue such as the US election. Yes, I agree but getting to know about the election is just getting some extra information for a conversation topic...it is not new knowledge for the area of study...

(LB04)

The current curriculum is also found to be disappointing for another local participant. He voiced his dissatisfaction with one of the MPU courses that is

TITAS or a course on Islam and Southeast Asian civilisation. He found the course a repetition to what he had already learnt in school. According to him:

Learning about GA is better than learning history. I think TITAS is unnecessary.. We should learn more current and relevant stuff for us. Why do we keep on repeating the same facts? We should learn some other new stuff, something beyond our studies.

(LB05)

From these two interviews, it can be concluded that both local and international participants truly believed that GA, either as a course or as part of existing courses, must be present in any university programme. However, they also expressed their views on the extent of the GA that should prevail.

As for the local participants, they believed that their global awareness was lower compared to that of their international colleagues. As stated by one of the participants:

We wish there was more about it here. We wish students were more global. I wish we, as university students have more global awareness. I wish uni students know more about GA.

(LA02)

As previously stated, the only information the local undergraduates are aware of “*is Malaysia and Malaysian culture*” (LA01).

On the other hand, it was heartening to know that for the international students they believed that by studying in Malaysia and slowly adapting to the local environment, it has indeed increased their GA. It is due to this that these international participants believed that GA in the curriculum would not only give them wider exposure but would also be a greater advantage to the local undergraduates whom they believe have less or no exposure of GA.

5.5 Results of Focus-Group Interviews: Analysis Based on Thematic Features

In addition to the broad categories and sub-categories above, there are other emerging themes that were considered for the data analysis. These themes are knowledge, skills and attitudes. These themes are the sub-themes included in the data analysis, such as globalisation, cultures, global issues and self-awareness under the ‘knowledge’ theme; critical thinking, communication, language and self-cultivation under the ‘skills’ theme; and finally, responsibility, respect, tolerance and openness under the ‘attitude’ theme.

This section presents the results of the data analysis in accordance with the themes explored. The emerging themes were obtained using the research questions for this study. The analysis also includes sub-themes and the frequency of occurrence of these themes and sub-themes. Some of the quotations presented in this section were looked at previously under categories but now will be analysed through a different lens which covers the emerging themes.

5.5.1 Data Analysis Results Based on Themes and Sub-Themes

The analysis and interpretation of the findings were organized into three distinct themes that emerged from the participants understanding and beliefs of the concept of GA. The core elements that emerged from the focus-group interviews are considered integral as they answer the research questions in this study.

While the participants showed basic knowledge of GA, they also displayed views and attitudes, and discussed skills one should have to attain GA. This is based on the core themes as mentioned in Section 4.3.2.

The analysis presented below will discuss the three emerging themes and provide suitable examples of responses from the data derived from the focus-group interviews.

5.5.1.1 Theme: Knowledge

The first emerging theme was 'knowledge'. The participants responded to two questions based on the research questions. These questions are:

- i.) What is GA to you? and
- ii.) How would you describe your knowledge of GA?

The analysis here revealed that the knowledge related to GA presented other sub-themes such as globalization, cultures, languages, global issues and self-awareness.

Some of the examples of the responses stated by the participants are as below:

GA is about learning a new language.

(LA01)

It is also knowing about situations in the world...or even the latest news about the world affairs.

(LA04)

Actually, if you ask me, I don't know much. Only when lecturers happen to talk about it, I try to find out more.

(LA07)

Issues such as global warming is what GA is about...

(LB02)

To me GA is about knowing issues that are happening around the world...for example it is about the economy, environment, politics and other world affairs.

(LB06)

To me it is all about linking important issues around the world to people

(IA05)

Maybe learning a new language can increase my GA. Now we learn Bahasa Melayu, but why not have other languages too?

(IB03)

My knowledge of other cultures will increase my GA.

(IA02)

Knowing about the worlds' cultures and religion is knowledge of GA.

(IB05)

Based on the findings, it clearly shows that one of the sub-themes, culture, was mentioned the most by the participants. The participants believed that GA is when one has the knowledge of the different cultures in the world. It was also emphasized that although knowledge of own culture was important, knowing other peoples' cultures was equally important. In other words, knowing one culture other than your own would mean that one has GA.

In addition, it was also mentioned several times by the participants that knowledge of a different language other than your own also contributed to GA.

Deardorff (2006) and APA (2016) further defined self-awareness as the way in which one's culture has influenced one's identity and world views. As stated, by one of the participants, "*I am aware of my own culture and know about it, but I am not aware of others, so that is why I have lack of GA*" (IA08).

Apart from the above, knowledge of global issues is increasing GA. However, there is certainly a lack of exposure to GA, as indicated by the participants.

5.5.1.2 Theme: Skills

The second emerging theme was 'skills'. Skills also includes other sub-themes that emerged, such as communication, language, critical thinking and self-cultivation, which are all related to GA.

The theme and sub-themes mentioned above emerged based on the undergraduates' responses to the following questions asked during the focus-group interview session. These questions are i) Does the university provide opportunities for you to engage in international exchange programmes? ii) Are you equipped with time/resources/techniques to study a world region/nation/culture? iii) Do you have any assessments that require a worldwide perspective or even a cross-cultural perspective? and iv) Do your instructional materials/textbooks reflect any kind of ethnic or racial diversity?

Some of the responses that raised this theme and sub-themes can be seen as below:

We should talk to each other about one's culture and country...that way we can know about GA. But what I See, many locals are shy to talk.

(IB04)

Maybe it is because of the English language. Many of them don't speak very well in English.

(IB02)

The student too should have the desire to want to know about something...if he is interested than he will find out more.

(IA07)

It does make sense but we cannot accept religion and culture the same...one can influence the other but they are not the same...

(IA08)

Reading newspapers is important for us to know about GA...and even going for exchange programmes will be useful.

(LA01)

In our English classes we do talk about global issues...this way we improve our language skills and increase our GA.

(LB06)

Based on the findings, the participants clearly place a higher emphasis on communication and language skills as the two most important skills towards attaining GA. Participants believe that in order to increase ones GA, it is indeed necessary to communicate with undergraduates from different countries. In order to communicate efficiently and effectively amongst undergraduates, there is a need for a common language which is English language. Hence, English language skills are believed to be important for increasing one's GA.

From another perspective, one of the main sources of GA is self-learning or self-cultivation. One of the participants clearly mentioned this when he said, *the desire of wanting to know about different cultures and people around the world is an important source of GA* (IA07). On this basis, self-cultivation can be described as one of the important sub-skills in GA.

5.5.1.3 Theme: Attitudes

The third emerging theme from the analysis is the participants' 'attitude' towards GA. The sub-themes that emerged from this broad theme include responsibilities, openness, tolerance and respect.

The question posed to the participants that resulted in their display of these sub-themes is: What is your belief – should GA be incorporated into your programme of study? In order to demonstrate their beliefs about GA, it is important that the undergraduates display the right attitudes such as respect, responsibility and openness. Undergraduates need to be educated to become good global citizens and cultivating the right attitude is crucial.

The responses from the undergraduates revealed that they possessed respect and openness towards learning about other cultures and religions. This can be seen from their responses as stated below:

To teach and learn about culture is very critical. We need to know the students comfort ability level and preference. Everyone should practice respect as all our cultures are different.

(IB02)

When something new is introduced then then the person needs to respect that the culture of that country is different...so being globally aware creates respect towards the others.

(IB01)

One example I can share is something about Alaskan culture that I learnt. In the Alaskan culture the husband can offer his wife for the night to the guest...this is taboo in my culture but now I am aware and understand the culture better.

(IB08)

The delivery methods of the courses must change too...there should be more openness to talk about anything from any part of the world...

(IA03)

When we have global awareness, we understand people better and try not to offend them. We are more responsible in that sense... (IA07)

Furthermore, the participants also mentioned that it is important that they treat other cultures and religions equally without prejudice. Indeed, there should be openness towards people of different faiths, cultures and background. This openness and respect for each other will eventually produce more responsible citizens.

5.6 Conclusion

In this chapter I have explored GA among the undergraduates, the source of their knowledge of GA, and their beliefs with regards to the incorporation of GA content in their programme of study. Through the analysis of the respondents' beliefs of GA, this study compares the differences of GA, the source of GA and the different perspectives of GA between the Malaysian and international undergraduates in two Malaysian PHEIs.

This chapter also provides the framework for a GA course, the elements and purpose of GA, the relationship between GA and the origin of the respondents, whether international or Malaysian. The framework for a GA course should consider knowledge, skills and attitudes. Knowledge related to GA includes globalization, cultures, global issues and self-awareness. The skills section includes critical thinking, communication, languages and self-cultivation. Finally, attitudes related to GA include responsibilities, respect, tolerance and openness.

Based on the analysis, the most important elements of GA among undergraduates in Malaysian PHEIs include being aware of other countries, having a multicultural aspect and being aware of political issues among countries. As for the source of knowledge of GA, the majority of the undergraduates cited the internet. This was followed by GA which increased through their English classes, assignments required in their respective courses and during informal gatherings with their peers. On the other hand, the least popular sources of GA mentioned are lecturers, family and self-awareness.

In my focus-group interview data, not only did the participants agree about the curriculum gap with regards to GA, but they also felt that GA is highly important, hence, it should be included and must be connected to specific content in their programme. Although it was mentioned several times that GA is evident in their MPU curriculum and English language classes, it was strongly felt that the focus of GA should be on all countries and not just Malaysia. The majority of the respondents in the focus-group interviews also believed that some of the GA materials used were outdated and in order to increase GA among undergraduates the university ought to identify the right person to teach GA. The most important components considered for raising GA, as mentioned by the respondents, are discussion of the different religions and cultures. More specifically, the discussion of religions and cultures around the world should be conducted openly, where undergraduates have the confidence and freedom to develop the discussion. Religion-related topics are currently considered sensitive in Malaysian education, particularly in Malaysian primary and secondary schools. Students refrain from asking questions or making comments about various religions due to fear of offending or due to being unsure how to ask. Hence, there is a need to talk openly about intercultural topics that are considered sensitive especially among undergraduates in higher education who are more matured and interact increasingly with peers from diverse cultures.

This chapter highlighted the findings and discussion of the qualitative study of the research questions. In the focus-group interviews, the participants agreed that GA is important and having views of global thinking as well as critical skills are essential for undergraduates. It can be concluded that for future job seekers, knowledge and awareness of a wider world is much more important than a mere degree qualification. Although high grades and CGPAs are important objectives for undergraduates, GA could improve their confidence to better prepare them for the rest of their life journey.

The next chapter will focus on the integration of the findings of the study based on evidence taken from both the focus-group interviews and the questionnaire. This will provide substantive discussion of the findings and, finally, will allow valid conclusions to be drawn on the research questions in this study.

Chapter 6
Discussion of Data Analysis

6.1 Introduction

This chapter discusses the study's overall significance as well as the implications based on the data from both the qualitative and quantitative approaches. The results of the data analysis presented in this chapter are discussed in relation to the research questions developed for the study. This is contrary to how the results of the study were individually investigated and presented in Chapter 4: Results of the Quantitative Study and Chapter 5: Results of the Qualitative Study. As previously stated, this study used a mixed-methods approach rather than a solely qualitative or quantitative approach because a mixed-methods study is an inclusive, pluralistic, and complementary approach when conducting research (Onwuegbuzie, 2004).

The presentation of this mixed-methods study's data analysis on the basis of research questions enables the study's findings to be discussed in a more systematic manner in this chapter. One of the priorities in a mixed-methods research analysis is the combined data analysis chapter of findings from the qualitative and quantitative studies. (Greene, Caraceli & Graham, 1989; Creswell, 2012; Creamer, 2018).

Different researchers have identified different reasons for combining quantitative and qualitative elements in a single study. As propounded by Tinsley (2019), the analysis from integrated data allows the researcher to obtain a more in-depth result from the information available. Bamberger (2012) also opined that the use of integrated data is distinguished by the intention of the researcher, who then makes the decision by using diverse methods. In the current study, by combining qualitative and quantitative data analysis, the researcher is able to provide a better understanding of the problem and yield significant evidence, in both breadth and depth, in order to answer the research questions. As a result, the discussion in this chapter is based on key findings from the study's qualitative and quantitative analyses, as well as the relevant literature reviewed in Chapter 2.

This chapter consists of two main sections. The first section is the discussion of the integration of data analysis based on the research questions that guided this study. The use of quantitative findings to supplement qualitative findings is central in this section. This is followed by the second section which discusses the implications of the study.

Section One

6.2 Integration of Data Analysis Based on Research Questions

This section integrates qualitative and quantitative data that are analysed in relation to the research questions. A brief description of the aims of the research questions is provided below:

Research Question 1 resulted in examining GA among undergraduates as well as providing a well-balanced comparison on the understanding of GA between the locals and internationals. This was based on participants' knowledge, skills and participation in global issues, culture and global connections.

Research Question 2 allowed the researcher to identify the source of knowledge of GA and come to a conclusion about the differences in the source of knowledge between the local and international participants. This is to determine if the source is from the current PHEI curriculum or other external sources.

Research Question 3 was based on participants' views on the incorporation of GA in their curriculum, either as a stand-alone course or embedded into the current courses.

Research Question 4 dealt with the components or features that contributed to an increased GA, from the viewpoint of the participants.

Table 6.1 provides a summary of the research objectives, research questions and relevant details for this study in order to better understand the discussion

presented in this chapter. The data integration and comparison style involved is also detailed in Table 6.1. As emphasised by Onwuegbizie (2003), the integration stage involved utilising results obtained from both the research instruments to support the interpretation, the inferences and the conclusion in order to ensure an integrated and more coherent understanding.

Table 6.1: Summary of the Research Objectives, Research Questions and Relevant Details

Research Objectives	Research Questions	Methodology	Other Details
<p>1a. To evaluate global awareness among undergraduates in PHEIs.</p> <p>1b. To examine whether there are differences in global awareness between the local and international undergraduates.</p>	<p>1. What is the general understanding of GA</p> <p>a. among undergraduates in Malaysian private higher educational institutions?</p> <p>b. in terms of the differences between local and international undergraduates in Malaysian private higher educational institutions?</p>	Quantitative Approach: Online questionnaire	<p>(i) Participants consisted of undergraduates from 2 PHEIs from various degree programmes.</p> <p>(ii) PHEIs are more suitable for such research as the percentage of international undergraduates is higher compared to public HEIs.</p>
<p>2a. To investigate the source of knowledge of global awareness between the local and international undergraduates.</p> <p>2b. To identify the source of knowledge, whether it is the current PHEIs curriculum or other sources</p>	<p>2a. What are the main sources of GA</p> <p>a. among undergraduates in Malaysian private higher educational institutions?</p> <p>b. in terms of the differences between the local and international undergraduates?</p>	Quantitative Approach: Online questionnaire	<p>(iii) The choice of PHEIs is based on distance and location as well as the substantial number of international undergrads in the PHEIs.</p> <p>(iv) The selection of degree students is due to their maturity and the need for exposure to global awareness.</p>
<p>3. To assess the undergraduates' perception on whether global awareness should be integrated into their current course curriculum or included in the PHEIs' curriculum as a standalone course</p>	<p>3. What are perspectives of undergraduates in Malaysian private higher educational institutions in terms of:</p> <p>a. the incorporation of global awareness content in their course of study?</p>	Qualitative Approach: Focus-group interviews	<p>(v) The quantitative sample (n=378) and the qualitative sample (n=29).</p> <p>(vi) The same students were used for both the</p>

	3b. the inclusion of a global awareness course in their education curriculum?		quantitative and qualitative data collection.
4. To identify and compare undergraduates' views on the suitable components of a global awareness course against the common features found in other global awareness framework.	4. Based on the viewpoints of the undergraduates, what should the main components of a global awareness course for Malaysian private higher educational institutions be?	Qualitative Approach: Focus-group interviews	(vii) The use of the same participants allowed the data from two separate approaches to converge and produce more accurate results.

6.2.1 Research Question 1: What is the general understanding of GA:

a: among undergraduates in private higher educational institutions in Malaysia?

This study assessed global awareness from three perspectives: knowledge, skills and participation in global issues, culture and global connections.

With reference to knowledge, the study found the participants to exhibit and indicate low knowledge concerning global issues, cultures and global connections. Both the qualitative and quantitative data offer similar findings, as presented in Chapter 4 Section 4.2.6.2 for the quantitative data and Chapter 5 Section 5.3.1.2 for the qualitative data.

In spite of the evident limitation in knowing about and understanding global cultures, some participants acknowledged the need for an expansion of knowledge in this area. One example of such an admission is “...*with international tensions that are going on these days, there is definitely a need to expand undergraduates' knowledge of the various cultures*” (IB08). This clearly reflects them confirming their own lack of knowledge and their thirst for GA. Moreover, the literature also supports the participants' views in establishing that knowledge and awareness of other cultures will allow for development in other areas of GA. A greater focus on understanding cultures and beliefs of others will surely bring youth a more personal understanding of each other. In line with this,

MacLachlan (2016) advocates that cultural awareness as a skill should be developed at institutions of higher learning as a lack of it can lead to miscommunication and rejection during working life. Other studies or researchers (such as Avruch & Black, 1999; Marshall, 2002; Meier, 2007 and Campbell, 2010) also support this position. In the current study, the knowledge of culture and global issues are equally central to GA. Based on the evidence from the current study, due to the lack of this knowledge, participants displayed a low GA.

With reference to ‘skills’, that are skills related to global issues, culture and global connections, findings from both the qualitative and quantitative study indicate that there is a need to develop a deeper understanding of GA. Despite the acknowledgement that there exist essential skills when it comes to GA, participants in the focus-group interviews as well as the survey, admitted that they lack the skills to increase their GA. One of the aims of having these skills is to enable understanding of diversity and tolerance, understanding of other cultures, and each person’s responsibility as part of a global society (Hamilton, 2018). Based on the quantitative research findings, undergraduates need to identify and practice the right skills to navigate and embrace cultural differences for academic, professional, and social success.

One of the main reasons for lower skills, as cited by the focus-group interview participants in Chapter 5, is teaching staff who were not able to improve the undergraduates’ skills in order to become more globally aware. While the importance of teaching staff in raising GA is acknowledged, GA cannot be solely taught in the classroom. This can be substantiated from the findings of the focus-group interviews presented in Chapter 5 Section 5.3.1. The quantitative research findings ranked friends and self-reading as the most important source of GA as compared to lecturers teaching in their programme of study, which participants ranked as the least important source of GA. As undergraduates, they can do more themselves to raise GA besides recognising the key skills that they lack. Thus, their ability to interact with friends and work collaboratively amid diversity can potentially help build a more peaceful and civil society. This result builds on the work of Crawford and Kirby (2008) who posited that participation in global

issues through problem solving, teamwork and leadership would prepare undergraduates for participation in the future workforce and enhance their ability to interact and contribute positively to a global society.

The final perspective that is considered to increase participants' GA comes from the undergraduates' participation in global issues. GA can be achieved by including global events in the curriculum rather than just studying current events or learning about cultures (Hamilton, 2018). The findings of the focus-group interviews strongly support this. Participants in the focus-group interviews agreed that GA should be included in their educational curriculum. According to their responses, undergraduates felt that one way to participate is to contribute their thoughts and opinions in open discussions about how something happening far away can impact the learner. The research findings indicate that undergraduates lacked participation in global issues, primarily because they believed they would be unable to approach global issues, problems, and challenges objectively. As a result, within the courses, teaching methodologies that include such open discussions should be encouraged. This thought corresponds with Jones and Endsley (1996) whose findings conclude that a subjective approach can cause the knowledge applied to be flawed and ineffective. In contrast, an objective approach enables undergraduates to examine each element separately, systematically and effectively before coming to a decision. In this way, the GA gained would be more comprehensive and more effective (Jones & Endsley, 1996). As per the findings, the participants in the present study also expressed their inability to participate objectively due to their low knowledge and skills especially regarding global issues. As described in Chapter 5, language barriers among local undergraduates can contribute to this lack of participation.

Overall, both findings show there exists a significant relationship between skills and participation. The results indicate that a stronger awareness of skills in GA is associated with a stronger desire to participate in GA. In addition, this research question also explored the understanding of GA based on participants' definition of GA. As agreed by most of the focus-group interview participants, GA is about whatever is happening around the world. However, the understanding of GA

differed when participants were probed further. This resulted in a variety of definitions of GA. During the focus-group interviews participants defined GA as awareness based on latest technology, knowing about cultures around the world, or how businesses are conducted in other parts of the world. This corresponds with the findings in the quantitative study where participants strongly agreed that GA ‘can be complex and challenging’.

b: in terms of the differences between local and international undergraduates in Malaysian private higher educational institutions?

The findings for this research question indicate contrasting views presented by local and international participants. Based on the qualitative and quantitative results, there is a strong indication of low GA among local undergraduates compared to a higher GA among international undergraduates. This is supported by the analysis in Chapter 4, where Pearson’s r value between nationality and knowledge indicates a negative value. Additionally, with reference to the qualitative analysis in Chapter 5, international participants displayed a higher GA especially where skills are concerned compared to Malaysian undergraduates.

6.2.1.1 Skills

During the focus-group interviews, the international undergraduates displayed more determination and social skills when it came to sharing their views on GA. Moreover, the international participants also professed that due to their interaction with other international undergraduates they believed they have better skills. In contrast, during the focus group interviews with the local participants, it was observed that a number of local participants did not consider GA as critical or highly valued. This is consistent with Quek's (2008) findings, in which he stated that among Malaysian undergraduates, maintaining productivity competitiveness as well as improving graduate employability poses significant challenges. One of the reasons for these difficulties could be a lack of skills in dealing with globalization. Furthermore, Ken and Cheah (2012), and Azmi (2018) provide particularly useful data indicating a lack of critical competencies among Malaysian graduates when it comes to GA.

6.2.1.2 Participation

On the other hand, where participation of undergraduates in global issues is concerned, there appears to be a lack of participation from both, local and international undergraduates. Prem and Massimiliano (2009) observed in their study that language could be the main factor influencing the learning and confidence of students, especially those from different backgrounds where English is the second, third or even a foreign language. These students have to struggle more in order to gain competence in the everyday affairs and in their academic life. Hence, one of the reasons for lack of participation can be attributed to language. As stated by one of the participants from the focus-group interviews, “*the international students speak different languages and when they speak in English some of us don’t understand, and so we do not participate in the cultural activities or even discussions*” (LA05). In contrast, international students’ linguistic awareness of Malaysian English is also a challenge among the foreign students (Sattarova & Gabidullina, 2015) as it has an impact on intercultural communication effectiveness. Their research findings also suggest that a majority of the international students appear to be only moderately communicating with Malaysians, and their lack of familiarity with Malaysian English enforces the belief among them that it is an incorrect, deviated form of English. The results also reveal that the participants’ misperception of Malaysian English influences their intercultural communication effectiveness. In short, there is a lack of participation when it comes to sharing views on global issues due the challenges of communicating using the English language.

6.2.1.3 Other Issues of Concern

The research findings also revealed that among local undergraduates, the understanding of GA only concerns global issues such as the environment, politics and economy. As stated by one of the local participants “...*what we are aware of is about Malaysia*” (LA01). This seems to be the general consensus. The other global issues of concern are environment, politics and economy. Hassan, Nordin and Sulaiman (2010) affirm in their research outcomes that secondary school students had ‘high levels’ of environmental awareness, and this could be the reason for their high indication of the environment as a global issue. This high awareness of the environment is also attributed to one of the MPU courses taught, Environment and Development in Malaysia, in one of the PHEIs in this study.

Apart from environmental concerns, politics and economy were also mentioned as part of local undergraduates’ understanding of GA. In a survey conducted by the National Youth Survey (2012) in Malaysia, the general economic situation and the corruption in the government are identified as two of the top five national issues that the youth are concerned about. The high ratings for these two issues amongst Malaysian youth indicate that these issues are of high importance to them. As indicated by the findings in the focus-group interviews, Malaysian participants are also highly concerned over job prospects. As revealed by several local participants, it is strongly believed that “*an increased GA will provide better job opportunities*” (LB06). Hence, as employment is an area of concern among undergraduates, there is definitely an interest in economics in relation to GA.

Apart from economics, the local undergraduates are also politically sensitive and are able to assess the political situation at the time. These focus-group interviews took place in 2018, which was a time when Malaysian politics was not in a healthy state. Hence, it was clearly observed that the local participants perceived themselves as unable to act especially in solving issues such as corruption in the government. To these undergraduates the awareness of the political situation in Malaysia, in comparison to other more stable and corruption-free governments, was an explanation of GA to them. This is evident from the responses of the

participants, LA05 and LA02: “...we don't even know what is happening in Malaysia...there is so much corruption, discrimination...I think we have to be aware of local politics first”.

In addition, there also appeared a disparity among the youth that caused a lack of interest in one another's culture. The current political scenario in Malaysia was increasing the tension among the citizens. The Muslim religious bureaucrats had acquired greater control and the majority of Muslim ethnic Malays, who are dominant politically, benefitted from positive discrimination in business, education and the civil service (Welsh, 2020; Lee, 2017; Mihlar, 2011). The other races in Malaysia, namely the Chinese who hold greater economic power, the Indians, and other minority groups, co-exist in relative harmony, although racial and religious divides persist. Hence, the differences in GA between local and international participants can be explained by the fact that the participants in this study are undergraduates from PHEIs where the majority are ethnic Chinese followed by ethnic Indians. There were no participants in the focus-group interviews from the ethnic Malay community. Thus, the focus-group discussions were slanted towards the current economic situation and politics in Malaysia. For the majority of the Malaysian participants, these are the issues that contribute to their GA. In addition, one of the MPU courses offered to only Malaysian undergraduates in higher educational institutions is ethnic relations, which is an important aspect of GA. Shamsul (2009), who was instrumental in developing the MPU Ethnic Relations curriculum, states that maintaining ethnic harmony is a difficult task, and failing to do so invites unfathomable difficulties and dire consequences. Perhaps it is against this backdrop that one of the Ethnic Relations courses was introduced as a subject in Malaysian universities. However, the focus of this Ethnic Relations course is solely on the ethnic relationships in Malaysia covering historical, political, economic and socio-political issues within Malaysia, and offered to only the Malaysian undergraduates (Shamsul, 2009).

This is in contrast to what was mentioned by the international undergraduates. Although the quantitative findings indicate similar knowledge, skills and participation between local and international participants, the findings from the

focus-group interviews reveal many dissimilar views. For the international participants, their understanding of GA mainly concerns the various cultures and religions of the world. For the international participants, studying abroad provides an additional enriching experience to their academic and personal lives. These participants recounted details of their cultural experience during their study in Malaysia. “...we know so much about the different cultures you have here and also met many other friends from other parts of the world” (IB08). Moreover, undergraduates can expect exposure to foreign languages and cultures, and possibly have opportunities to learn the language and immerse themselves in cultural experiences while they study abroad (Tremblay, 2012). International students’ exposure while studying in Malaysia revealed unique yet common experiences. The exposure to local and foreign languages, meeting other undergraduates from abroad, interaction with locals, and technologies used, were among the common experiences that they were exposed to.

Another important finding was the perception of the international undergraduates towards the local undergraduates. This was revealed during the focus-group interviews when the international undergraduates stressed that the low GA among their local peers is due to the unwillingness of the locals to interact with them. This is affirmed in the research by Costello (2015) who conducted case studies on studying abroad. The findings revealed that one of the biggest challenges experienced by the international students was regarding developing relationships with locals. Building authentic relationships, however, is key in this cultural learning process, and this is done through observing, listening, and asking (Deardorff, 2009; Serpa, 2020).

The international participants also indicated that there was a certain extent of racism displayed by the local undergraduates. This agrees with the research conducted by Bahar and Griffiths (2017) on the relationship between international students’ adjustment factors and their intercultural adaptation process. His findings conclude that having travel experience, a high level of education, and strong command of languages contribute significantly to the differences in cross-cultural adjustment among participants. The research also found that there is a significant relationship between academic matters, personal,

emotional and environmental factors. How an individual is able to adapt in a cross-cultural environment was also significant. There is a tendency for international students to stay within their respective cultural groups, within a safe enclave (Chen, 2015) as they want to avoid any problems with the locals. Thus, this limits the opportunity for greater exposure of cross-cultural interaction and GA.

6.2.2 Research Question 2: What are the main sources of GA;

a. among undergraduates in PHEIs in Malaysia?

This research question is aimed at identifying the source of knowledge of GA among undergraduates in Malaysian PHEIs. Participants used a rank order scale to rank multiple-choice options in a specific order. Participants were required to rank their sources of GA from the highest order (1) to the lowest (10). Following that, the responses were tabulated and analysed using Spearman's Rank Correlation. The results reflected the sources in order of importance. Overall, both research findings support the participants' top three highest ranked sources of knowledge. Friends, self-reading, and the situation in their home country are the top three sources.

6.2.2.1 Interaction with Friends

It must be mentioned that during the interviews, there was definitely a wider variety of sources revealed by the participants, although the frequency of the sources mentioned was not necessarily high. As revealed from both the focus-group interviews and survey, friends the participants made, especially from different parts of the world, contributed hugely to the participants' source of knowledge when it came to global issues.

On the other hand, in the previous section it was cited by the international students that they did experience racism as the local students did not include them in many discussions or activities. However, it was interesting to note that at least two of the focus-group participants hold differing opinions about this. One student from Afghanistan and another from Yemen were happy that their government chose a Muslim country as their destination for them to pursue

higher education. They believed that sharing the same religion is one of the factors that helped them to be able to adapt and fit into the local society and know more about Malaysia. Ahmad (2017) drew the same conclusion when he examined the intercultural adaptation of a group of Afghanistan students studying abroad.

As stated by the Afghan respondent during the focus-group interviews, “... *for me it was so easy to adapt to the Malaysian culture...maybe one of the reasons because Malaysia a Muslim country*” (IB02). This sentiment was also shared by the second student from Yemen, who stressed “... *we have access to a great study environment, access to halal food, attending prayers in the Masjid with our new-found Muslim brothers. I have learned a lot about Malaysia*” (IB06). In general, by travelling abroad to study or by interacting with undergraduates from other countries, the undergraduates believe that friends made at the university contribute greatly to their GA.

While participants attest that friends from different parts of the world can increase one’s GA, the focus–group interviews disclosed that some of the participants were less inclined to interact with their peers from another country. As stated by the local participants, “...*by talking to our foreign friends about their country we can be more aware*” (LB06), but on the other hand, “...*we are also scared about talking to them. We are not used to be talking to them... We also don’t know much about those countries, so we don’t talk much to them or even try to find out*” (LB04 and LB07). As a consequence, this absence of communication and lack of information regarding other countries can shape adverse perceptions of other countries. Ting (2007), in his study, also revealed that competition among students to outperform their fellow students and lack of depth in peer relationships were the two main factors that inhibited knowledge sharing. Hence, in the present study, greater interaction between the local and international undergraduates is noted as an important source of GA.

6.2.2.2 Self-Reading

Ranked as the second source of knowledge when it comes to GA is self-reading, as it is the participants using their own initiative to find out more about global

issues. An important outcome of the undergraduate years is the awareness of the linkage between reading and increasing one's GA. With the emergence of web-based learning resources and tools, self-directed learning is now common among undergraduates (Lee, Tsai & Chai, 2014). Waks (2013) also points out that collaborative technologies, open access textbooks, e-books, social networking, Web conferencing, and open educational resources allow for greater opportunities for learners' self-determined or self-directed learning. Such informal styles of learning contribute greatly to increasing participants' GA. Brookfield (2009 & 2017), Sze-Yeng and Hussain (2010) support the idea of self-reading as by practicing this, students would have greater control over their learning activities. The importance of self-reading has in fact been noted for decades through research conducted by Ryan (2013), and Bell-Rose & Desai (2010). Given these findings, it is not surprising that, in the current study, self-reading is identified as an important source of knowledge when it comes to GA.

6.2.2.3 Situation in Their Home Country

The third important source of knowledge of GA is the situation in their home country. With the recent emergence of certain events that took place in Malaysia as well as abroad; this is another reason why students ranked this as an important source.

For the local participants, a better understanding of why this was ranked as an important source of knowledge of GA is accomplished by examining the local youth's perception of politics, economy and environment. Over the years, Malaysia's political system has exhibited communal conflict especially among residents who practice different religions or are from a different ethnic backgrounds or ethnicities. Apart from that, the rising unemployment and economic recession, have forced the youth to look elsewhere for a better life. As aptly put by one of the participants in the focus-group interviews:

...with all the competition among the Malays and Chinese, also the quota system in public universities and also jobs...also many foreigners getting jobs here so I better search for jobs in other countries.

(LB01)

In other words, the situation in Malaysia has prompted some of these participants to learn about other countries, hence, increasing their GA. This is further echoed in the National Youth Survey (2012) that revealed Malaysian youth are concerned over job and educational prospects. Youth, other than the Malay Muslim ethnic group, have started searching for better education and job opportunities abroad. To further support this observation youth are becoming more discerning in their employment choices, and the participants do seem to recognise that a tertiary education is vital in getting a higher income job. Hence, higher education pursuits could become more prevalent amongst Malaysian youth in the years to come (The Youth Factor, 2012).

As for the international participants, the situation in their home countries is indeed an important source of knowledge of GA. Many of the international participants originate from countries that are currently facing issues such as a lack of a good educational system, a weak economy, corrupt government and political unrest. Basically, the international undergraduates come from developing countries that are struggling to improve their own lifestyle. These countries include Uganda, Zimbabwe, Nigeria, Afghanistan, Yemen and Syria. Undergraduates from these countries search for other, more stable countries in term of economy, politics and especially migration policies. During the focus-group interviews, one of the participants admitted: “...*I feel my GA has increased as now I know which country can accept my qualifications and which country will be safe for me to work in...I prefer not to go back home as there is no job for me*” (IB05). Another respondent also expressed his concern about returning home, “...*I have read so much about other countries and when I compare with the situation in Syria, I really want to stay in Malaysia...I hope the government will allow foreigners to work here...I have heard so much about Malaysia and that’s why I came to study and then get a job*” (IA07). In short, the current situation in the participants’ home countries has prompted them to read about other countries and indirectly increase their GA.

On the other hand, the quantitative study, which utilized the questionnaire, revealed variations in the participants’ knowledge and GA. Similar variations

were found in the different items under the ‘knowledge perspectives’ that consist of global issues, global culture and global connections.

RQ 2b: What are the main sources of GA;

b. in terms of the differences between the local and international undergraduates in PHEIs in Malaysia?

The research findings from the quantitative analysis showed that the top three sources of knowledge were the same for both the local and international participants. However, the ranking of the sources of knowledge between the locals and internationals was reversed. Most of the international participants indicated that their main source of knowledge was the situation in their home country, and this made them compare and contrast it with Malaysia and the people they met in Malaysia. Hence, this increased their GA. This was then followed by self-reading and, finally, their peers as their source of knowledge of GA.

These findings were further supported by the findings in the focus-group interviews where the international participants were certainly keen to share information about their home country, but they also felt that there was a lack of interaction between the locals and internationals in their institutions. As acknowledged by IB04, “...*the local students don’t mix freely with us; they keep very much to their own local friends and don’t ask us much*”. This was agreed by another respondent who admitted that “...*even for assignment groups, the locals tend to group together and the internationals form their own groups*” (IA03).

On the other hand, even though the local undergraduates agreed that interaction with their peers from other countries can contribute to higher GA, there was less interaction between them. The reason put forth by some of the participants is that they were already feeling the burden of finding out about their own multiracial country. As stated by one of the local participants, “...*I think we have enough knowledge about the three races in Malaysia...and then there are minority*

groups in Sabah and Sarawak too...there is so much information already...so even if we have international friends we don't really ask them many questions about their countries" (LB07). Findings of a similar nature are presented in the study conducted by Yusof and Zeiny (2017) where Malaysians argue between a national identity or a collective identity for a multicultural country such as Malaysia. Another respondent believed that it is more beneficial for international students to make friends with the locals as "*...they are in a foreign country so they need to adjust...they always ask questions about Malaysia too...and I help if can"* (LA02).

6.2.3 Research Question 3

What are the perspectives of undergraduates in private higher educational institutions in Malaysia in terms of incorporating global awareness content in their courses and the inclusion of a global awareness course in their curriculum?

In terms of discovering undergraduates' perspectives regarding the incorporation of GA in their curriculum, the direct research findings from the qualitative study provides a rich, contextualized understanding of some aspects of the incorporation of GA. In order to answer this research question, open coding was conducted on all the transcripts from the four focus-group interviews. This allowed the emergence of several themes from the focus-group data.

The participants in the focus-group interviews perceived openness (42), tolerance (41) and responsibilities (39) as the three top impacting factors that can increase GA among undergraduates. Apart from the dominant theme that is 'attitude' for GA, the participants spoke exclusively about incorporating GA in their programmes of study. This need to incorporate GA in the curriculum is in tandem with the findings in the survey where the participants perceived a lack of knowledge of global issues and culture contributed to their low GA.

6.2.3.1 Incorporating Global Awareness

A major finding from the study was that the dominant theme that emerged across all the responses is the attitude of the undergraduates towards GA. The participants unanimously agreed that GA should be incorporated in their programmes of study in the university and the essential element that leads to greater GA is the attitudes of the undergraduates. Kirkwood (2001) describes educated people as "those who possess high tech skills, broad interdisciplinary knowledge about the contemporary world, and adaptability, flexibility, and world mindedness to participate effectively in the globalised world". Therefore, PHEIs have to strive to ensure their graduates possess the above characteristics in order to validate themselves as a higher educational institution of the 21st century. Perhaps the most important step is an understanding about whether GA should be incorporated into all the courses or as a stand-alone course as perceived by the participants in the focus-group interviews.

Hanvey (1976), one of the first scholarly experts to give a comprehensive definition of the concept 'global awareness', proposes five dimensions that prepare students to achieve global awareness. These include perspective consciousness, state of the planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. In order to decide on how GA can be included in the curriculum, it is important for the PHEIs to answer two key questions. Firstly, do students experience increased global awareness through their participation in a stand-alone, three-credit Global Awareness preparatory course taught at the institution, or secondly, do students experience increased global awareness through incorporation of GA in all other courses in their programme of study, or both?

The response to both of the above issues has significant consequences for the design of a GA course. Undergraduates expressed their views that they will experience significant rises in GA through a stand-alone GA preparatory course. A stand-alone preparatory course can provide an avenue for skills growth that enables undergraduate involvement in global issues as well as enhancing their understanding of global issues. However, it can only be provided once as a preparatory course during the study programme, and this would be achieved at

the initial stage. GA as a stand-alone course would be the platform for preparing undergraduates to achieve greater GA as they advance from one semester to the next. This leads to the answer to the second question as to whether GA should be integrated into all other courses instead. This was also the perception of the participants in the focus-group interviews who opined that both methods should be adopted; that is integrated into the subject-specific classes, and as a stand-alone course.

6.2.3.2 Revamping of the Current Courses

A significant proportion of participants from the focus-group interviews want their higher institutions to remove the current general studies courses (*Mata Pelajaran Pengajian Umum* or MPU) and replace them with GA courses. It was also concluded that the majority of international students believe that MPU courses are indeed a 'waste of time' (22), the course content does not appeal to them (19), and the content focuses on Malaysia and Malaysian elements only. As stated by several participants: "*the focus of the MPU courses is currently only Malaysia*" (IA06), "*...we students will be labeled as outdated if we are not taught to be globally aware of other countries when we are only exposed to Malaysia*" (IA02), and "*...we only seem to learn about Malay culture and Islam, what about the cultures and religions in other parts of the world?*" (LA01). The participants which consisted of 65.9% Malaysians and 34.1% international students believe that incorporating elements of GA or a GA course and removing the prescribed MPU courses would definitely be more beneficial.

One of the reasons students enrol in PHEIs is to improve their career prospects or to pave the way for future advancement. Furthermore, there is a desire among participants to go beyond simply obtaining degrees as indicated by several participants. As undergraduates, it is critical that they acquire the necessary skills and experience that will lead to future employment. According to the participants in the focus-group interviews, including GA through academic courses will be more beneficial than the current MPU courses, which lack global elements.

6.2.3.3 Capable Lecturers to Teach GA

Apart from the above, as discussed in Chapter 5, participants also concluded that there exists a lack of knowledge, skills and participation when it comes to GA, and the reason expressed by the participants is due to the educators themselves. When GA content was taught in the classroom, the participants expressed their desire to have more knowledgeable lecturers to teach GA content (24). They further noted that the need for lecturers to have the right content knowledge on global issues and teaching capabilities (25), and finally, to have teaching staff that are diverse and open to discussions on a variety of topics relating to religions and cultures (27).

Findings of a survey conducted by Think Global, and The British Council (2015) showed that 79 percent of employers in the UK felt that ‘knowledge and awareness of the wider world’ was critical for fresh graduates. Since the aim of PHEIs is to produce employable graduates, it is crucial that the lecturers too have a strong sense of global competence. According to the report, when hiring new employees, their knowledge and awareness of the larger world is just as important as their qualifications. As a result of the importance placed on global awareness, and as revealed by the responses of participants in the current study, identifying and recruiting teaching staff with relevant global exposure will add value to the taught courses. Learner (2016) asserts that the integration of global awareness into the classroom will ensure that students are better prepared for participation in the international community. On that note, a suitable lecturer who has global competence when it comes to developing GA in students, and who does not set boundaries when teaching global awareness in the classroom, no matter what subject he or she teaches, has the potential to increase GA among undergraduates .

6.2.4 Research Question 4

Based on the viewpoints of the undergraduates, what should the components of a global awareness course for private higher educational institutions in Malaysia include?

The findings indicate that participants want GA to be incorporated as part of their programme of study. One of the components identified that caused a lack

of GA was the lack of engagement with other nationalities and cultures. Although the participants praised the current curriculum and the qualified academic staff, what they really want is a mechanism in place to develop their knowledge on a variety of multicultural aspects and the multitude of political issues in Malaysia and in other countries.

The findings also indicate that the participants want more open discussions on issues dealing with globalisation (29), cultures and multi-cultures (30) as well as other global issues (32). The participants were probed further on their preferred components for GA content and the majority of the responses from the focus-group interviews confirmed that a component on cross-cultural awareness is essential. This includes respect for, and knowledge of the diverse ideas, values, and practices found in societies throughout the world. Knowledge alone does not have any particular connection with moral values; so, there is definitely a need for the lecturers to cultivate values, through reflection, training and discussions. However, theoretical knowledge alone has no value until students can apply it for practical purposes. Having said that, as the aim of the GA component is also to ensure students understand and appreciate cultures or environments other than their own, the components must also include practical work that promotes experiential learning and encourages self-learning (Chong and Teng, 2018).

Towards that end, undergraduates would be encouraged to engage in learning outside the classroom. In addition, introducing components such as political, social, cultural, environmental, spiritual and economic issues affecting the world today broadens knowledge and deepens their understanding of GA. Education plays a crucial role in developing global competence among young people. PHEIs should provide the learning experience by encouraging intercultural sensitivity, respect and an appreciation for language and culture (OECD, 2018).

6.3 Recommendations Relating to this Study

The results of this study reveal some important concerns that can be discussed by academics and institutions when considering the inclusion of GA in the

curriculum. The recommendations relating to GA are included in the sections below.

6.3.1 Recommendations for Academics Teaching GA

Based on the results of both the survey and focus-group interviews, participants perceived a lack of clear information about GA in their university experience. Their perception of GA is essentially about how PHEIs can increase their GA, the type of content that should be considered when designing a GA course, the proportion of time and the duration spent in a formal classroom for a GA course, and the academic support provided by the PHEIs to enhance GA among undergraduates.

In order to support undergraduates' understanding of GA, it is recommended that there should be greater information and transparency when discussing global issues, especially when handling sensitive issues such as religion and culture. Lowe (2015) undertook a research project asking students about their perceptions of teaching and learning sensitive issues. The project included interviews and focus-groups with students at undergraduate and postgraduate level from three different universities, studying different disciplines. Similar to the current study on GA, the research revealed that the students not only appreciated the opportunity to consider difficult issues in the classroom, but that they understood these issues were a core part of the curriculum. While students wanted 'safe spaces' to explore difficult issues, this did not mean any topic was considered to be off-limits. The students who took part in Lowe's research understood that defining what is, and is not, a sensitive issue was complex and would depend very much on the views of the individual students in the classroom. As stated by the participants during this study, these are the changes they would like to see in their academic experience that would have the greatest impact on their GA.

Overall, the participants were positive about the quality of higher education obtained from their respective PHEIs. Nevertheless, the undergraduates' expectations are to have an increased GA via the courses taught. Thus, the

recommendation is to design GA content that focuses on global issues and exposes the students to the various perspectives of religious, political, cultural and human-rights issues.

6.3.2 Recommendations on Staffing

Participants expect their PHEIs to provide effective learning environments which will enable undergraduates to increase not only their knowledge in subject matter but also increase their GA. Besides, their expectations also include having clear benchmarks regarding lecturers' knowledge and attitudes towards GA. Participants felt that well-qualified and trained teaching staff would contribute to positive aspects in their GA learning environment.

In support of this, a recommendation that a greater emphasis be placed on hiring and training of academic staff should be considered. Great teaching has less to do with knowledge and skills than with attitude towards students, subject, and work. Interestingly, to quote Ramsden (1992) in one of his earlier writings, which I believe is still relevant today, "The aim of teaching is simple: it is to make student learning possible...To teach is to make an assumption about what and how the student learns; therefore, to teach well implies learning about students' learning". In short, in order to teach well, the educator must first understand and learn everything about students' learning. The task of the teacher in higher education has many dimensions: it involves the provision of a broad context of knowledge within which students can locate and understand the content of their more specific studies; it involves the creation of a learning environment in which students are encouraged to think carefully and critically and express their thoughts, and in which they wish to confront and resolve difficulties rather than gloss over them, it involves constantly monitoring and reflecting on the processes of teaching and student understanding and seeking to improve them.

Most difficult of all perhaps, is that teaching involves helping students to achieve their own aims and adopting the notion that underlies higher education: that students' learning requires from them commitment, work, responsibility for their

own learning, and a willingness to take risks. It is therefore recommended that the recruitment and training of staff take these elements very seriously.

6.3.3 Recommendations for PHEIs

Participants expect that an increase in GA, within and beyond their programme of study, would contribute to greater employability in their future careers. The 21st Century Global Graduate Skills Gap (QS Report, 2018) revealed a shortfall in the achievement of certain skills. The report disclosed that learners tend to overestimate the significance of abilities in creativity and management, and underestimate the significance of adaptability, teamwork and cultural awareness which employers consider to be of great significance. Furthermore, the study stated that general issue solving, the capacity to work in a team, communication and cultural awareness, are regarded by employers to be the most significant abilities. Clearly, such discrepancies require awareness-raising. As previously stated, participants expressed the need to gain other skills and experiences needed for employment.

Hence, apart from the current extra-curricular activities, internships and work placement opportunities, it is recommended that GA be included in their programme of study as it is widely recognized that academic learning, though critical, is only part of the undergraduates' journey as far as employers are concerned.

It is recommended that PHEIs tailor all courses to include elements of GA or to develop a stand-alone GA course to support the need for undergraduates to move beyond the curriculum and increase their GA.

Section Two

6.4 Implications of the Study

In this section, the implications of the study for undergraduates, academic staff, PHEIs and curriculum designers are discussed. Practical recommendations are also provided for each of these groups.

For the purpose of this study, the mixed method research design was employed. This allowed for varied sources of data to be integrated in order to seek answers to the research questions (Creswell, 2006). The collection of both, qualitative and quantitative data, produced a more in-depth contextualized understanding of GA, the comparison of GA between the local and international undergraduates, the main source of knowledge of GA and their beliefs with regards to the inclusion of GA in their programme of study. Mixed methods research offers powerful tools for investigating complex processes and systems (Fetters.et.al, 2013).

Therefore, the implication of this research methodology is that through mixed-methods and data integration, the results obtained have increased in strength, allowed for cross-checks and gained critical information for the understanding of GA among undergraduates in Malaysian PHEIs.

6.4.1 Implications for Undergraduates

The undergraduates, who were directly involved in both the quantitative and the qualitative studies, were able to reflect and study their own GA during the course of this study. They now have a clearer view of their own GA; what they know or do not know, and how much they actually know or do not know. This information is beneficial for the participants in allowing them to seek new knowledge and understand and embrace this new information about themselves. This will be able to lead the way to better self-development with regards to GA.

Besides, participants are also aware that GA can be obtained from a multitude of sources. Through the questionnaires, they were made aware of the GA sources of knowledge accessible to them. Apart from that, a new course, such as a GA course, would surely provide a new source and a fresh kind of experience for

them. The undergraduates are also made aware that their general accomplishment should involve not only academic and extra-curricular classes, but also classes beyond the academic and capable of raising awareness of the world's problems, cultures and religions. Based on the results of the focus-group interviews, this research found that in an educational setting there are numerous variables and sources that can positively affect and boost the GA of undergraduates. These include the quality of the participants' communication with their peers and lecturers, the presence of a multitude of GA-related sources, and the need for a GA course in their programme of study.

In addition, as discovered in the present study, GA takes into account similarities and differences between cultures and challenges undergraduates to explore how they can respond positively in order to allow for mutual understanding and acceptance. GA is rooted in the theory that the world is becoming smaller and more interconnected, something which graduates are encouraged to consider more and more.

6.4.2 Implications for Hiring and Training of Lecturers

The findings of this study have resulted in important implications for lecturers in PHEIs. By considering some of the responses obtained from the focus-group interviews, it is interesting to note that the comments confirmed the need for suitable academic staff that would play a critical role in shaping undergraduates' concepts of GA, deepen their GA knowledge and skills towards the development of a positive attitude regarding GA. The participants' responses give further support that the development of GA would be impeded if teaching staff had inadequate knowledge of GA or lacked the required perspective to teach GA.

In general, participants are concerned about the recruitment of lecturers and the appropriate training given to these lecturers when it comes to promoting GA among undergraduates. Teaching students about global issues and encouraging them to see the world through other eyes is of huge importance, according to Campbell (2012), hence a growing need for internationally minded educators. In an increasingly interconnected world, today's young generation need to learn to

be able to engage in communication with people from a wide range of different cultures and traditions.

As the findings suggest, lecturers contribute greatly to the development of new knowledge, skills and attitudes of undergraduates, hence, it is highly recommended that this be taken into consideration when hiring and training academic staff.

6.4.3 Implications for Institutions of Higher Learning

This study demonstrates the need to provide an educational environment and academic experience that will develop a positive foundation of GA among undergraduates. Undergraduates' limited access to GA concepts and the lack of lecturers who are knowledgeable on global issues, are all impediments to the undergraduates' increase in knowledge in GA. Therefore, to ensure undergraduates in higher education have a balance of knowledge of subject matter, exposure to extra-curricular activities and GA, the quality of lecturers, the appropriate lecturer-student ratio, suitable content and introduction of new courses that raise undergraduates' GA should all be considered by higher educational institutions.

The findings of this study also revealed that, undergraduates face challenges when it comes to increasing their GA due to lack of opportunities for interaction between the local and international undergraduates, lack of GA content in their curriculum, lack of appropriate sources to increase their GA and lack of the right environment for the development of GA. These different issues call for higher learning institutions to invest in hiring internationally minded educators, designing new GA courses or enhancing the current curriculum, and most importantly provide on-going support and opportunities for undergraduates' needs and expectations can be addressed.

6.4.4 Implications for Curriculum Designers

This study further suggests that incorporating a stand-alone GA course in the programme of study or embedding GA content in the existing courses is

indicated by the participants. This is due to the insufficient curriculum support and pedagogy in the current taught courses and methodology, which impedes the undergraduates' ability to attain GA. The findings also provide some general guidelines on the types of GA components and GA sources that curriculum designers can consider when designing GA courses.

The findings suggest that GA content should include components such as religion, culture, human rights and other global issues, regardless of how controversial or sensitive these issues are deemed to be by certain groups of people. The focus-group interviews have highlighted the crucial need for open discussion on all issues – controversial or otherwise. It is believed that these components would provide a better understanding and would significantly influence undergraduates GA.

Therefore, there is a need for curriculum designers to capitalize and integrate GA as part of the academic programme of study. Besides, by including new GA content, undergraduates would be able to gain upward mobility in terms of better job prospects, and they might also be encouraged to pursue post-graduate studies. Furthermore, as expressed by the participants, the present courses are indeed ill-equipped with regard to global connectedness. Therefore, it is imperative that curriculum designers strongly consider designing a stand-alone GA course; and the implementation of such courses should be executed within a time frame that is both practical and feasible. Consideration should also be given to provide sufficient transition time for those involved (institution, lecturers and students) and to provide support through extensive professional-development programmes to cope with the curriculum change. By doing so, the higher learning provider would be supported adequately in order to produce graduates who not only possess academic qualifications but are also equipped with sufficient GA.

It is also recommended that curriculum designers show clear links between classroom activities and GA content that would contribute to an increase in knowledge, skills and attitudes towards GA. Further to this, there is also a need for curriculum designers to ensure that stand alone GA courses would bridge the

gap between the programme of study and the development of GA through a more discipline-specific approach (Hedden, 2017).

Apart from the selection of teaching components, a GA course must also be designed to promote personal growth and self-reliance as well as to provide new perspectives about the student's own culture or environment. Kangas (2012) confirms this when she mentions that insufficient attention to the implicit and explicit views of the world communicated to students can threaten and undermine the purpose of a GA course. For example, curriculum materials that promote global understanding often adopt a deep cultural approach that exposes students to a better perspective on the lives of people around the world (PISA, 2018). In addition, understanding global issues and the challenges faced must impact undergraduates and instill them to act to make the world a better place, and this can be observed through activities such as donating, volunteering or taking action in their professional lives (Sutcliffe, 2012).

Finally, other components that can be included in a GA course are human rights, learning a new language, human values, current global issues and participation in debates on these issues.

6.5 Conclusion

This chapter presented the integration of data analysis based on research questions, as well as discussions on the study's implications. In reference to the theoretical framework presented in Chapter 2, it is appropriate to state that the theoretical framework was the basis for conducting the research as a collection of interrelated concepts and definitions that can be used to guide research with the goal of predicting and explaining the research results. The recommendations outlined in this section include designing a more efficient GA content; exposing undergraduates to more worldwide issues including religious, political, and human rights problems; recruiting and training academic staff that can contribute positively to GA raising; and offering assistance that extends beyond the curriculum to boost GA. This study has also resulted in several implications. These implications include the realisation of undergraduates of the various

sources of GA and the need for a GA course in their study programme, as well as implications for the recruitment and training of lecturers.

Therefore, to enhance GA among undergraduates in Malaysia PHEIs, it is essential to look at the many practical contributions made by the participants. The following chapter will conclude this study by providing the constraints and future research directions.

Chapter 7

Conclusion

7.1 Introduction

This is the final chapter, and it presents the overall significance of the study. It also provides limitations and recommendations for future research. This involves

a review of the contribution of the study, and recommendations for consideration by future researchers, institutions and curriculum designers.

Finally, concluding remarks regarding the researcher's personal journey towards understanding GA in Malaysian PHEIs are provided through the lens of local and international undergraduates.

7.2 The Study Revisited

This study explored the understanding of GA among undergraduates in Malaysian PHEIs. In doing so, it examined the similarities and differences of GA between local and international undergraduates. The purpose of this study included identifying the sources of knowledge of GA and whether these sources are different between the local international undergraduates. Another important aspect of this study was assessing the undergraduates' beliefs on whether GA should be included in their programme of study. It also examined their perception on the appropriate components of GA that undergraduates felt should be part of their programme of study.

The study utilised a mixed-method approach, where the qualitative study was essentially the main method, and the quantitative method was employed to support the qualitative findings.

The quantitative phase of the study was a survey that was administered online to 378 undergraduates from two PHEIs in order to evaluate their understanding and their source of knowledge of GA. The online questionnaire afforded the opportunity for a correlational analysis using the Pearson t-test among the different perspectives of understanding GA: namely, knowledge, participation and skills. This was followed by a Spearman test to investigate and rank the most frequent sources of knowledge cited by the local and international undergraduates in Malaysian PHEIs. The quantitative study also revealed that the top ranked sources of knowledge of GA were friends, self-motivation, and in addition to this, for international students especially, the situation in their home country.

The qualitative phase of the study, on the other hand, was focus-group interviews that consisted of seven to eight respondents each. The focus-group interviews in this phase further complemented and expanded the findings from the quantitative analysis.

7.3 The Significance of the Study

The research objectives of this study were achieved as significant relationships were noted. The key findings in understanding global awareness among undergraduates in Malaysian PHEIs can be summarised as follows:

Research Question 1: What is the general understanding of global awareness:

a: among undergraduates in private higher educational institutions in Malaysia?

The research findings show that the undergraduates possess a low knowledge concerning global issues, global culture and global connections. The undergraduates also lacked the necessary skills needed to develop a deeper understanding of GA and displayed low participation due to their inability to approach global issues objectively. The findings also revealed a strong positive correlation between skills and participation, but no correlation was detected between knowledge and participation, and between knowledge and skills.

b: in terms of the differences between local and international in private higher educational institutions in Malaysia?

The research findings indicate low global awareness among local undergraduates compared to international undergraduates. This is supported by the quantitative analysis where there exists a negative r value between nationality and knowledge.

The research findings further revealed that international undergraduates possess better skills to attain global awareness compared to the local undergraduates. However, there was a lack of participation among both groups, local and international, as both lacked participation in global issues and global connections.

Research Question 2: What are the main sources of global awareness:

a: among undergraduates in private higher educational institutions in Malaysia?

The research findings showed that the top three sources of knowledge that increased undergraduates' global awareness were friends, self-reading and events related to politics, environment or economics that have taken place in their home countries.

b: in terms of the differences between the local and international undergraduates?

There was a marked difference in the research findings among both the local and international undergraduates with regards to ranking of the sources of knowledge of global awareness. Even though both the local and international undergraduates listed the same sources of knowledge, the ranking was reversed. The local undergraduates cited that interaction with peers increases their GA, whereas for the international undergraduates, the situation in their home countries was their main source of global awareness. In other words, the source of GA was in the area of their origin.

Research Question 3: What are perspectives of undergraduates in private higher educational institutions in Malaysia in terms of incorporating global awareness content in their courses and the inclusion of a global awareness as a course in their curriculum?

The research findings showed that all undergraduates agreed that global awareness should be incorporated into the courses and, if possible, offered as a stand-alone course in their respective programmes of study. This can be done via

revamping their current courses, especially the MPU courses, and also by recruiting capable lecturers to teach global awareness courses.

Research Question 4: Based on the viewpoints of the undergraduates, what should the components of a global awareness course for private higher educational institutions in Malaysia?

The research findings showed that a global awareness course should include the following components:

- Globalisation
- Cross-cultural awareness
- Global issues that include politics, society, environment, religion and economics.

The undergraduates perceived the above components as elements that can contribute to an increase in their global awareness.

7.4 Contributions to Research

This research is built on previous research works, mainly: Czarra's (2003) Global Awareness Checklist for students; Kurt's (2015) Assessing Global Awareness Over Short-term Study Abroad; Burnouf's (2004) Global Awareness and its Perspectives; Crawford and Kirby (2008) on Fostering Students' Global Awareness; and Tao's (2013) Teacher's Perceptions on Students and Global Awareness.

This study is the first step towards enhancing GA specifically among students in Malaysian PHEIs.

Firstly, the findings of this study can make a positive contribution to academia and practice by understanding undergraduates' attitudes towards GA. The primary contribution is the increase in awareness of the variations of GA between the local and international undergraduates. Similar variations were also found in the data regarding sources of knowledge of GA. The findings suggest that most undergraduates agree that in order to understand GA, knowledge is

important. However, due to the lack of skills and participation in global issues, these undergraduates claim that they lack GA. An important fact highlighted by the respondents is that the curriculum of PHEIs is mainly concerned with getting students through the course, covering the entire required course materials, including tests, and expecting 'right-or-wrong' answers based on subject matter; hence, the participants lacked exposure to global issues. The study also found that respondents feel positively about learning and increasing their GA but academic activities that lean towards GA are either limited or not included. The research also shows that learning about worldwide issues influences students; those who have experienced global learning want to comprehend the issues more and believe that what they do can influence people in other nations in their everyday life. Hence, this research supports the findings from Czarra (2003) who found that students want to learn more about their surroundings and the wider world.

Secondly, as pointed out by the participants, it is possible to increase GA through skills acquired during participation in open discussions on global issues. According to the respondents in this study, they were not given the opportunities or skills to participate in such discussions. In addition, many respondents claim that they have never been exposed to global issues via their lecturers, although some claim that at some point in their courses or subjects, certain global issues were mentioned. This is highly frustrating for the participants, considering the fact that the existing curriculum is not built upon GA and academic development. Most participants agree that it is essential to know how the environment in which they reside can change, especially in various parts of the world. Moreover, the respondents also reveal that the current courses do not provide sufficient time on learning about the wider world. Therefore, there should be due consideration given to revise the existing whilst considering the inclusion of GA when developing the programme.

Fraser and Bosanquet (2006) explain that the curriculum refers to single course content and structure. On the contrary, Fink (2003) argues that the curriculum is understood from the point of view of the student's learning experience. He further points out that students and teachers should view the curriculum as a joint

construction of knowledge between student and teacher. As this research has proven that there is a lack of GA among undergraduates, a revision to the curriculum will add value to undergraduates' learning. To ensure undergraduates have GA, the curriculum should be aligned in the dynamics between programme structure and student learning. One of the views expressed by respondents is that GA was provided by language lecturers. As pointed out by Byram, Gribkova, and Starkey (2002) language teachers can promote the intercultural dimension even if the teachers have to follow a set curriculum or programme of study and teach grammar. In this aspect, one of the possibilities of increasing GA is to ensure the English lecturers include the discussion of various global issues or even intercultural topics through grammar and vocabulary practice. If the curriculum is revised to include cultural and global dimensions, the usual grammar and vocabulary teaching and learning would be an excellent way to develop GA.

Thirdly, this study highlights the need to rethink the undergraduate curriculum. Apart from language and communication courses, as mentioned above, the current curriculum leaves very little opportunity and time for undergraduates to pursue and increase their GA. In order to ensure the undergraduates, have the necessary skills, PHEIs must consider more meaningful participation by students when developing the curriculum. Hence, engaging students in the development of the curriculum and learning will enhance their journey to knowledge and competency in GA.

Fourth, is the possibility to promote GA as a stand-alone course. The focus-group interviews revealed a curriculum gap with regards to the implementation of GA in their programme of study. The respondents also indicated that GA should be included as an important content or as a stand-alone course in the programme of study. The majority of the respondents believed that GA content should be implemented to replace the current MPU courses that have been prescribed by the Ministry of Higher Education. Besides. The respondents also called for more GA content with scholarly discussions on religion, culture, and politics. The respondents expressed their desire for more open discussions on the mentioned topics and for them to have the freedom to develop the discussion

further to include different parts of the world, as opposed to MPU courses that are confined to Malaysian content. This is supported by White (2002) who discusses the need for social studies to be included as it allows for the shaping of students' attitudes which is the first step towards GA. White (2002) further recommends that the best way to get learners to learn about worldwide views is to view the world as a broad community and comprehend human interdependence.

Fifth, is the request by the research participants to recruit capable lecturers to teach GA courses. In particular, it is the recruitment of lecturers who would play a crucial role in instilling GA among the undergraduates. The lecturers must be able to develop appropriate teaching methodology and learning outcomes for the undergraduates' journey towards working life. One suggestion is that faculty members should be better trained in teaching and learning. One plausible way would be to create a carefully selected, full-time teaching faculty, who would receive opportunities for professional development in order to become more knowledgeable and proficient lecturers in relation to GA. As already stated, lecturers should develop global knowledge, include cross-cultural experiences, and expand their own view of the globe so that these objectives can be achieved. Lecturers should incorporate GA into their existing curriculum in addition to switching the focus from merely content teaching to teaching critical and analytical thinking skills concerning GA.

Sixth, is the discussion of the GA elements that should be considered when designing a GA course. This study provides many contributions in terms of GA elements that curriculum designers may consider when designing a GA course. The results of this study show that the inclusion of global content involves world cultures, religion, human rights or even learning a foreign language, all of which can increase undergraduates' GA. In addition, activities that offer possibilities for establishing relations with international students, for attending cultural events and for socialising with international undergraduates will presumably have a beneficial impact on their global mindset and their GA. Gurin, Dey, Hurtado, and Gurin (2002) argue that informal interactional diversity, such as during class discussions where classroom diversity, which includes learning

about diverse people and their perspectives through content and classroom interactions, are necessary for true intercultural learning that increases one's GA.

Finally, in addition to increasing undergraduates' general understanding of GA, this study highlights the importance of improving their cultural awareness. Raising cultural awareness can presumably help undergraduates break down cultural barriers, build cultural bridges, and learn how to love and appreciate those who are different from us. This is especially important in PHEIs, which have a large proportion of local and international students. There can probably be an increase in GA as undergraduates relate to people from different cultures as they learn more about ourselves. As a result, there is great possibility of cultural connection and probably less cultural conflict on a global level.

7.5 Limitations of the Study

The present study was conducted in the hope of introducing matters related to GA in the curriculum; however, the investigation in this study, as with all other research, had certain limitations.

One of the limitations is the scope of the study. The data collected were from undergraduates from just two PHEIs in Negeri Sembilan. For the purpose of this research, the respondents were limited to undergraduates in the degree programme. This sample population was then narrowed down to only undergraduates in their final-year degree programme, as they were nearing the completion of the programme and would have completed most of the courses in the curriculum. Perhaps, the findings may have been different if the study was carried among all undergraduates and from public universities as well. However, obtaining data from public universities could have resulted in additional cost and time constraints. This could be noted for future research so as to get a wider perspective of GA.

Secondly, there were limitations to using online questionnaires for the quantitative phase of this study. The questionnaires in this study were sent online

to as many final-year undergraduates from the two PHEIs, as possible. By the end of the deadline, the researcher had to close the online survey. Hence, the replies that were received after the deadline were not included. This limited the respondents to n=378 which is the population sample initially decided upon, based on Krejcie and Morgan (1970) and used by The Research Advisors (2006).

For the qualitative data, respondents were limited to four focus-groups that consisted of 14 local and 16 international undergraduates. Once again, the random sampling and time limit posed limitations to the study. Generally, it may have been difficult for some respondents to provide accurate information about their beliefs of GA within the given interview time frame and due to the interviews being held in groups as opposed to individually. However, it is likely that the group interviews may generate distinct data because, by their nature, they elicit other types of information and participants are stimulated to hold forth on different emotions, perceptions, and views. They also provide a more thorough and comprehensive variety of data to clarify.

Apart from the above, the focus of this study was undergraduates. Because of this, higher education stakeholders such as lecturers, policymakers and curriculum designers were omitted from the study.

In conclusion, the researcher acknowledges limitations due to the source of data, sample size, time and travel constraints, and methodological limitations. These limitations can be deemed as a stimulus for future research.

The following section moves on to present possible future research directions.

7.6 Future Research Directions

In light of the findings and limitations of this study, there are several areas suggested for future research. These are suggestions in which the present research could be used as a foundation for future research.

In the present study, respondents perceived lecturers as having a lack of clear information and adequate pedagogy training when it came to increasing GA among their students. Respondents believed that they are currently taught by lecturers who are neither well qualified nor trained to teach GA content. The findings show that the respondents felt these factors had the greatest impact on their academic experience where increasing GA is concerned. Therefore, future postgraduate researchers may want to explore GA based on perspectives of academic staff, their qualifications, and training. Additionally, an investigation could be made on the possibility of a correlation between these aspects and GA.

Apart from that, in order to increase the generalisation of such a study, it is recommended that further research could be conducted not only with a larger sample but also to include all higher educational institutions. As the current study focused on undergraduates in PHEIs, it is recommended that future research be conducted among undergraduates in public universities. Besides, there could also be a study on the comparison between private and public educational institutions.

The present study demonstrated respondents' need to have a supportive educational environment to develop a positive foundation for GA. This includes having more opportunities for local and international undergraduate interaction, offering more foreign languages namely, French, Mandarin and Spanish, and more exposure to the international cultures of the students. The respondents also acknowledged a need to develop their GA and their employability for future careers. All this calls for higher institutions to research the overall students' needs for the provision of better facilities and resources.

Alternatively, a study could be conducted by the institution on all diploma and post-graduate students on their perception of how to increase GA. Besides, increasing GA is also part of increasing graduates' career prospects. Hence, research undertaken by the institution could be focused on student's satisfaction with the centralized career services as respondents expect higher education providers to provide advice and guidance in developing their career prospects that go within and beyond the formal programme of study.

Given this, research could also be conducted to obtain more information on how the various academics are hired and trained, and what qualifications academics should have in their subject matter and pedagogy, and also how teaching can be structured, and time allotted for the lecturers. Such a study could be a comparison of the recruitment and training criteria by different institutions.

While this study focused on understanding GA among undergraduates, future studies may explore the possible components when designing GA course content. Curriculum designers may want to explore other links between GA and course content based on the various disciplines offered in the university.

Another option for future researchers in this area is to explore whether GA should be offered as a course to replace any of the existing MPU courses and, if so, the research would need to consider the design of a GA course. Researchers may also want to explore the perspectives of all undergraduates, namely first- and second-year undergraduates and not just third-year undergraduates when designing the curriculum.

7.7 Recommendations for Future Actions

In addition to the recommendations for future research, this section presents recommendations urging for specific actions to be taken concerning policy, practice, and theory.

The following recommendations are drawn from the findings of the study.

1. It is recommended that the current MPU curriculum provide students with global perspectives which can contribute to a deeper understanding of GA

The undergraduates voiced their concerns about the MPU courses. Their biggest concern was that the MPU courses focused only on local elements and hence, are not able to raise GA. While global issues are important, so are local ones. Although the goal of MPU courses is to

develop national identity and promote Malaysian elements, going 'glocal' in educational in PHEIs is highly recommended. By introducing a glocal curriculum, teaching and learning focus on fusion and integrating local and global contexts when teaching and learning concepts that apply across all disciplines. GA is about striving to understand geography, wealth, history, culture, tradition, and language on a global level, in order to gain insight into the world's varying perspectives. Glocal, on the other hand promotes a positive learning experience and encourages learners to improve their learning experience through critical academic and cultural exchange of global and local issues. A glocal curriculum that increases GA should be implemented and made compulsory for all undergraduates. As a result, graduate attributes will include the ability to work in diverse cultural settings, and the ability to recognise the importance of global awareness and intercultural skills.

Participants which consisted of 65.9% Malaysians and 34.1% international students believed that incorporating a GA course, and removing the prescribed MPU courses, would be more beneficial. As a significant proportion of participants from the focus-group interviews want their higher institutions to remove the current general studies courses (Mata Pelajaran Pengajian Umum or MPU) and replace them with GA courses, this study recommends revamping these courses to include elements of GA or even 'glocalising' the curriculum is deemed to be beneficial for both local and international undergraduates.

2. It is recommended that the management of higher educational institutions employ global-minded lecturers, especially those responsible for to curriculum development.

Global awareness will continue to gain momentum as the planet 'keeps growing smaller' and more people from diverse cultures migrate around the world. Given this reality, a key area for higher educationists must become the development of GA skills. Thus, educators in higher education need to inculcate GA in students which allows them to

understand issues of international consequence. To help their students, achieve their goals, it is important for lecturers in higher educational institutions to gain global awareness, have cross-cultural experience, and broaden their world outlook. Thus, different higher educational institutions should develop their recruitment and training criteria.

3. It is recommended that higher educational institutions create more globally oriented activities and encourage the participation of all undergraduates.

Globally oriented projects should occur more frequently and other similar forms of engagement should be encouraged, such as group projects involving locals and internationals. Higher educational institutions can plan and create ways to encourage greater global awareness and understanding between cultures among all their undergraduates. Many students often undertake globally focused assignments, with very few students reporting that they have never done so. While some activities do not necessarily take place in a classroom, courses that integrate globally focused activities will certainly include or encourage interpersonal communication among undergraduates.

4. It is recommended that academics in higher educational institutions embed GA in the courses offered in the degree programme.

The first step towards global awareness is the shaping of attitudes. The traditional way of looking at the curriculum needs to change and more emphasis on GA needs to be incorporated. Undergraduates should be motivated to objectively think and make choices, look at societal issues and share ideas. All academic courses taught must include engaging students in GA matters. This will enhance their journey to knowledge and skills in building global awareness among the local and international undergraduates.

Higher educational institutions should rethink the undergraduate curriculum and include elements that can increase GA among undergraduates. GA elements that can be considered for inclusion are world cultures, religion, human rights and learning a foreign language. GA can also be increased through skills acquired during participation in open discussions on global issues

5. It is recommended that the Student Affairs Department in institutions of higher learning play a greater role in promoting student activities, specifically activities which encourage interaction between local and international undergraduates.

As the findings revealed, the top three sources of GA are friends or social circles, self-reading and the situation in their country of origin. These findings were further reinforced by the focus-group interviews where it was discovered that the foreign participants were keen to share knowledge about their home country but felt that there was a lack of student contact in their institutions between the local and international undergraduates. Research has shown that international students often have more friends from their home and other countries than the host country (Lashari, Kaur & Awang-Hashim, 2018). Hence, the educational institutions can be called upon to ensure international undergraduates have a satisfying experience in the context of their friendships with local students via activities and events.

6. The Ministry of Higher Education should form a committee to explore whether GA should be offered as a stand-alone course to replace any one of the existing MPU courses. This would also provide a supportive educational environment to HEIs in order to develop a positive foundation for GA

7.8 Concluding Remarks

This study examined GA among undergraduates in Malaysian PHEIs, and in doing so, examined the similarities and differences of GA between Malaysians and international undergraduates. It also identified the sources of knowledge of GA, and finally assessed the undergraduates' perceptions on whether GA should be incorporated in their programme of study.

Based on the quantitative and qualitative analysis, it can be concluded that the Malaysian undergraduates' GA is limited to awareness of issues related to environment, politics, and economy. On the other hand, GA among international undergraduates extends from similar views but includes awareness of other cultures and religions of the world.

The findings further indicate that, although there exist a wide variety of sources of knowledge on GA, the main source is not the university curriculum but social interaction among these undergraduates. The findings revealed other important sources of GA such as the undergraduates' initiative through self-reading, and the situation in their home country that has led them to be more aware of global issues. Apart from that, the results of the study also revealed that the undergraduates attributed their low GA to a lack of knowledge on global issues and cultures, as these elements were non-existent or limited in their university curriculum. Owing to this, the majority of undergraduates voiced their viewpoints that a GA course or GA content must be included in their curriculum.

Besides this, the findings also revealed other concerns undergraduates have with regards to raising their GA. Firstly, they were concerned that compulsory courses, or MPU courses, were very much focused on Malaysia. Instead, they would prefer a course such as GA to replace one of these MPU courses. Secondly, they were concerned that if these GA courses were eventually offered, would the institutions have staff capable of delivering the knowledge. Some of the undergraduates suggested that the recruitment and training of academic staff be more stringent to ensure that the academic staff has enough skills and knowledge of global issues to develop GA among the undergraduates.

Finally, the findings of this research highlighted components of GA that the undergraduates viewed as important elements to be included in a GA course. These components, as discussed in Chapter 6, include multi-cultural knowledge and human rights. Interestingly, apart from these elements which they highlighted; the undergraduates also voiced their opinions on the way these components should be delivered. They voiced the need for more open discussions in their classes, especially during discussions on global issues, even on those issues that are deemed sensitive such as race and religion.

In conclusion, as an educator, this study has shed light on my role as an academician. I cannot ignore the cognitive, affective and behavioural aspects of teaching and learning concerning raising GA among my students. On a personal level, this study has provided me with a greater understanding and knowledge of GA, its concepts and its components. It has also given me the opportunity to comprehend how undergraduates' interactions or relationships can empower them towards academic growth, personal growth and professional growth for better work opportunities. On the other hand, as a researcher, I now have a greater knowledge of the intricacies that need to be considered when embarking on, planning and implementing a study. I also have a better knowledge of the method of writing and the presentation of a research paper, specifically the presentation of statistical data in this research journey.

Finally, it is hoped that the results presented in this study will provide the relevant parties with valuable ideas for the design of and the integration of GA content into the curriculum of PHEIs in Malaysia.

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Appendices

Appendix A: A Global Awareness Questionnaire



Survey on the Understanding of Global Awareness Among Undergraduates in Malaysian Private Higher Educational Institution

Dear Participant

I am a Ph.D. student at the School of Education, The University of Nottingham (Malaysian Campus). I am currently conducting a survey to investigate the **“Understanding of Global Awareness Among Undergraduates in Malaysian Private Higher Educational Institution”** as a fulfillment of the Ph.D. thesis.

This questionnaire is solely for academic research purposes. Your assistance in completing this form is greatly appreciated. This questionnaire will take around 15 minutes to complete.

All responses are kept strictly confidential and anonymous as only aggregate data will be used in the analysis and findings. No other persons other than the researcher will have access to your responses.

Your kind contribution is highly appreciated for the success of this study. Please do not hesitate to contact us should you need further clarification.

Researcher,

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Before you begin please ensure that you are an undergraduate in a Malaysian private higher educational institution and are currently in the final year of your degree programme.

THANK YOU

PART A: GLOBAL AWARENESS

Listed below are statements related to Global Awareness based on three different elements (Global Issues, Culture and Global Connections) from three different perspectives (Knowledge, Skills and Participation). For each statement, please **circle** your level of awareness based on the scale below.

1 = Strongly Unaware (SU);

2 = Unaware (U);

3 = Not sure (NS);

4 = Aware (A);

5 = Strongly aware (SA);

KNOWLEDGE (K)			SU	U	N	A	SA
Global Issues (KGI)	KGI1	Global issues exist every day in my life.	1	2	3	4	5
	KGI2	Global issues affect my daily routine.	1	2	3	4	5
	KGI3	Global issues can be complex and challenging.	1	2	3	4	5
	KGI4	My knowledge on global issues can be expanded.	1	2	3	4	5
	KGI5	I should continue to seek information about how global issues are formed and influenced.	1	2	3	4	5
Culture (C)	KC6	I know of at least one other culture, other than mine, in depth.	1	2	3	4	5
	KC7	Culture and communication are closely connected.	1	2	3	4	5
	KC8	Different cultures view the world in different ways.	1	2	3	4	5
	KC9	Cultures are definitely affected by geography and history.	1	2	3	4	5
	KC10	Different members of different cultures view the world in more ways than one.	1	2	3	4	5
	KC11	The study of a foreign language gives me the opportunity to learn about another or new culture.	1	2	3	4	5
	KC12	The general knowledge of cultural areas of the world can unite citizens of the world.	1	2	3	4	5

Global Connections (GC)	KGC 13	All of us are connected to the world in more ways than one; historically, politically, economically, socially or linguistically.	1	2	3	4	5
	KGC 14	Any type of global connections can result in either positive or negative consequences.	1	2	3	4	5
SKILLS (S)			SU	U	N	A	SA
Global Issues (GI)	SGI1 0	I know how to study about global issues.	1	2	3	4	5
	SGI1 1	In order to investigate and research global issues, I only need to have skills such as problem solving, analyzing and interpreting information.	1	2	3	4	5
	SGI1 2	I know how to search for information on global issues.	1	2	3	4	5
	SGI1 3	I know how to process information found on global issues and then present this information to others.	1	2	3	4	5
	SGI1 4	I am able to suspend judgment when confronted with new information on a global issue that is in conflict with my own understanding and values.	1	2	3	4	5
Culture (C)	SC15	I know how to examine cultures around the world and recognize some of their interconnections.	1	2	3	4	5
	SC16	I am able to examine the common and diverse cultural traits and I then try to understand them.	1	2	3	4	5
	SC17	I know how to explain a position or value from another culture in a way that would satisfy a member of that culture.	1	2	3	4	5
Global Connections (GC)	SC18	I am able to recognise and evaluate interconnections between local issues and global challenges.	1	2	3	4	5
	SC19	I am able to analyse and evaluate the interconnections between my own life and global issues.	1	2	3	4	5
PARTICIPATION (P)			SU	U	N	A	SA

Global Issues (GI)	PGI2 0	I can make a difference in resolving global issues.	1	2	3	4	5
	PGI2 1	I am able to approach global issues, problems and challenges objectively, with no optimism or pessimism.	1	2	3	4	5
	PGI2 2	I know that I can identify ways to contribute to the resolution of a global issue.	1	2	3	4	5
Culture (C)	PGI2 3	It is important to study other cultures and communicate with people of other cultures.	1	2	3	4	5
	PGI2 4	All undergraduates should embrace cultural diversity and practice tolerance to cultural diversity.	1	2	3	4	5
	PGI2 5	I should make the effort to study another culture in depth to appreciate it.	1	2	3	4	5
Global Connections (GC)	PGC 26	I am able to respond to information that relate to intercultural topics, especially from the media.	1	2	3	4	5
	PGC 27	I know how to participate in a democratic process, especially as a citizen of the world.	1	2	3	4	5

PART B: Source of Knowledge of Global Awareness

Listed below are statements about your source of knowledge of Global Awareness. For each statement, please **rank** your source of knowledge based on the ranking scale below.

(with 1 being the Highest Order and 10 the Lowest)

SOURCE OF KNOWLEDGE (SK)		Rank (1-10)
SK 28	My own instinct to find out and learn more about global issues, cultures and connections.	
SK 29	The situation in my home country makes me want to compare and contrast global events.	
SK 30	Self-awareness and self-esteem about my own identity and culture want me to find out about others.	
SK 31	During my course of study in the university as an undergraduate.	
SK 32	During my course of study in primary and secondary schools.	
SK33	My lecturers teaching in the programme I am currently studying in.	
SK 34	Friends I have made in the university.	

SK 35	Family members who discuss global issues during family gatherings.	
SK 36	My beliefs that are formed through experiences about what is happening around the world.	
SK 37	Self-reading due to my own initiative to find out more regarding global issues, etc.	
SK 38	Other Sources than the above: Please specify _____	

We're almost at the end now. I just need to ask some questions about you so that I can be sure that I have reached the right section of the undergraduates. Remember, all this remains completely confidential.

PART C: Demographic Data

For classification purpose, please circle the answer that best describes you.

1. Could you please tell me which of the following age groups you fit into?

1	18-21 years old
2	22-25 years old
3	25 years old and above

2. What is your gender?

1	Male
2	Female

3. What is your nationality?

1	Malaysian
2	International

If international, please specify your country of origin: _____

5. Which of these statements would best describe you?

1	I consider myself a globally aware individual.
2	I am not interested in what is happening outside my country.
3	I wish I were more aware globally.

May I also ask your first name and contact number? (**OPTIONAL**) This is just so for me to contact you to arrange an appointment for a follow up interview on the same topic.

First name: _____ Phone: _____

Thank you very much for your time. I truly appreciate your help. (If necessary or if you have any queries regarding this interview, you are welcome to contact me at 016-7708747)

THE END

Appendix B: Focus-group Interview Questions



FOCUS-GROUP INTERVIEW QUESTIONS

The researcher acts as a moderator and two additional assistants, consisting of lecturers from the place of employment of the researcher, will be invited to attend the focus-group interviews. One lecturer to play the role of timekeeper and another to assist with the audio recording.

This session hopes to answer the following Research Question: **What are the beliefs of undergraduates with regards to the incorporation of GA content in their programme of study?**

Part 1: Opening (5 minutes)

The opening is the time for the moderator to welcome the group, introduce the purpose and context of the focus-group, explain what a focus-group is and how it will flow. (Script as below)

“Good morning and welcome to our interview session. Thanks for taking the time to join us to talk about the extent of global awareness in your programme of study. My name is R. Subashini and assisting me is Sharifah and Damaya. We are from xxx University. We would like to get some information from all of you about your beliefs with regards to the incorporation of global awareness content in your programme of study.

We would like to know what you like, what you don't like, and how your programme of study might be improved. We have another discussion like this with another group of undergraduates from another Malaysian PHEI.

You were invited because you have participated in the online survey, and you have agreed to be invited to a focus-group interview session. Please feel free to share your point of view even if it differs from what others have said. Keep in mind that we are interested in all your comments, be it positive or negative.

You have probably noticed the recording equipment. We are recording the session because we don't want to miss any of your comments. People often say very helpful things in these discussions, and we can't write fast enough to get them all down. We will be on a first name basis today, but we won't use any names in our reports. You may be assured of complete confidentiality. The interview will be reported back merely to plan future programs.

Well, let's begin. We've placed name cards on the table in front of you to help us remember each other's names. Let's find out some more about each other. ”

Introduction: Warm-up (10 minutes)

Establishing a good rapport is critical to the respondents trusting the moderator and being willing to open up to the topic at hand. The focus-group will be divided into pairs and each respondent will take a few minutes to interview the other. Each introduces their partner to the group. This is an excellent way for building support for the tasks ahead. Respondents will draw a quick sketch of the person interviewed to completely disarm them and bring some humour to the first few minutes of the group session. As this can take longer, it is important that the timekeeper keeps a tab on the time.

Warm up Question:

- *Tell me what global awareness to you is.*

Part 2: Gathering opinions, beliefs, and attitudes about global awareness

(50 minutes)

These questions will cover three main areas: **curriculum & assessment, selection of materials/textbooks and courses offered.**

- *Think back over the past two years in your degree studies, was global awareness evident in your lectures? Do you remember if your lecturers who taught you displayed global perspectives and connected it to the curriculum?*
- *What about exchange programmes? Does your university provide opportunities for you to engage in international exchange programmes?*
- *What about ethnic and racial diversity? Can you think back and tell me if these are reflected in your programme curriculum?*
- *How many languages can you speak? During your programme of study do you have the opportunity to learn world languages and cultures?*
- *Does your programme offer courses that promote other cultures and nations?*
- *Think of your class lectures. Were you ever given time/resources/techniques to study a world region/nation/culture?*
- *What about assignments? Do you have any assessments that require either a worldwide perspective or even a cross-cultural perspective?*
- *Do your instructional materials/textbooks reflect any kind of ethnic or racial diversity? (content/quiz/author/publisher, etc.*
- *What is your belief: Should GA be incorporated into the curriculum of your programme of study? What needs improvement?*

Part 3: Closing (10 minutes)

Ending Question

- *If you were given a minute to talk about today's discussion, what would you say?*
- *What to you was the most important in today's discussion?*

Summarising

- The moderator will then review the purpose of the study and present a brief summary.
- This will be followed by one final question: *"Have I missed anything?"*

The moderator wraps up the focus-group session. This includes thanking the participants, giving them an opportunity and avenue for further input, telling them how the data will be used, and explaining when the process will be completed.