

## THE IMPORTANCE OF GLOBAL ISSUES IN PREGRADUAL PREPARATION FROM THE POINT OF VIEW OF UNIVERSITY STUDENTS

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**Abstract:** The aim of the study was to analyse the relevance of global issues among university students for their field of study. The research sample consisted of 581 students of Matej Bel University (Faculty of Economics, Faculty of Arts, Faculty of Education, Faculty of Natural Sciences and Faculty of Political Sciences and International Relations) in Banská Bystrica. For the data collection we used a scale questionnaire mapping the degree of importance of global issues among students in relation to their fields of study (Andreotti et al., 2013). Exploratory factor analysis was used to analyse its internal structure. The value of Cronbach's alpha per dimension ranged from 0.74 to 0.85. We identified a statistically significant difference in the relevance of global issues among students for their field in favour of human rights and economic-social development issues. We noticed a statistically significant difference in the relevance of the global issues in terms of student gender for their field of study in the human rights dimension for the benefit of the female students. The statistically significant difference in the relevance of global issues in terms of student discipline for their field was confirmed in the dimensions of economic-political and economic-social development in favour of non-pedagogical students and in the human rights dimension in favour of students with pedagogical disciplines. There was no statistically significant difference in the relevance of global issues in terms of students' degree courses for their field of study.

**Keywords:** global issues, students, global dimension of education, exploratory factor analysis

### 1 Introduction

Developments around the world still pose new challenges and problems to society. The 21st century is characterised by the phenomenon of globalisation, which speaks of the interconnectedness of countries, cultures, history, economies, policies and, last but not least, education. We share the opinion of Lysý et al. (2007) that we are more intensively aware of the global context today than in the past.

According to Kosová (2013), globalisation is a complicated and multidimensional process, with many contradictory consequences. On the one hand, it has contributed to creating conditions for improving the quality of life, as relations between states have expanded, leading to economic transformation, abolishing state interference in the free movement of goods and services, spreading people's experiences across borders, reducing distance and time among them, contributing to a broad identification of social relationships (Scholte, 2005), but on the other hand, environmental problems, increased poverty, unemployment, loss of social security, emigration, armed conflicts, abuse of technology or empowerment have appeared (Beck, 2000; Harris, 2017). The fact remains that it is not easy to assess the benefits of globalisation because the same phenomenon as Petrusek (2003) claims can have both positive and negative consequences for the planet and human life.

We agree with Pike and Selby (1994) that everything that takes place on a global scale is a product of man, and it retroactively affects it at the local level, which suggests the postulate of each individual's responsibility for the future of the world. This is confirmed by the fact that the solution of global problems characterised by systemic nature depends on the constant involvement of experts in their detailed analysis, as the linear vision of global problems is directed to a vicious circle where the action causes the reaction which is the cause of other consequences. The multilateral interconnectedness of continents, where global affairs become part of our daily lives, has the consequence of a need to think about a global citizen.

One means of achieving this is to change education to prepare people for a constantly changing world (Porubský et al., 2013; Poláková et al., 2018). In agreement with experts (Danek, 2011; Kosová, 2015; Fridrichová, 2018), we believe that the priority in education should be to develop critical thinking, which contributes to functional literacy, balancing socialisation and personalisation, where the aim is to learn to live with others, but at the same time remaining with oneself, using cognition with the aim of deepening the flexibility and ability to work effectively and linking the development of the cognitive and affective aspects of the personality of a human being guided by human values.

The effectiveness of change in the world depends to a lesser extent on the prevailing philosophy of education, which is developed mainly in universities, where space is offered to reflect on the image of man as being conscious of its history and the ability to create values which affect several areas such as ethics, politics, economics, technology and the functioning of education and its development.

The global dimension in education is significant (Petrucijová, 2009; Ogrodzka-Mazur, 2009; Pashby & Andreotti, 2016). As Tichá (2018) argues, globalisation and education are mutually determined through goals in preparing young people for the future, and therefore the school should be at the forefront of defining the essence of the global dimension in all spheres of society.

The thesis that education is a tool for the reconstruction of society and its better organisation was proclaimed already in the 19th and 20th centuries. Human culture was not able to adapt to technological change, and thus civilisation began to find itself in a deep crisis. The accent was put on the subject matter of socio-economic problems of society. The inclusion of global issues in the content of education should contribute to changing students' approach to solving these problems (Bajtoš, 2013).

Průcha (2015), who emphasizes the presence of the European dimension in education for change, recommends introducing topics into the curriculum of subjects covering the issues of European culture, international understanding, tolerance and cooperation. By contracting the ideas of Dewey (1934), the curriculum should lead to the development of students' social competences. It is intended to be a means by which they can be directed to be able to visualise activities within a particular social reality.

We add Castells' assertion (2010) that global education should be represented not only in primary school subjects but also in universities that play an important role in the transfer of knowledge about globalisation and the phenomena associated with it. It offers a way to make changes at local and global level in terms of citizenship building. In this way, people learn responsibility that cannot be left to governments and other decision-makers (Cabezudo et al., 2010; Andreotti, 2014).

The result of this process is education, as defined by Kaiser and Kaiser (1993, p. 69), based on a dialectical synthesis of maturity and emancipation. It is a state of personality that makes us act on the basis of understanding and competence with the participation of the principle of self-determination. A person characterised by such an education is expected, based on the goals of global education (Hoffmanová, 2003; Suchožová, 2013), to:

- develop their ability to perceive things in a historical context,
- can enter into the nature of conflicts and approach them constructively,
- look at global issues from the perspective of several humanities,

- understand their value and honours the value of others around them,
- control and respect human rights,
- can identify and, at the same time, eliminate prejudices,
- be aware that the planet's problems directly or indirectly affect them.

This issues is further specified in Agenda 2030 adopted by the Member States of the United Nations in 2015, calling on states to work together in a coordinated way to address global challenges. The 2030 Agenda for Sustainable Development offers a better future not only for billions of people around the world, but also for the planet itself. The 17 Sustainable Development Goals (SDGs), unanimously adopted by 193 countries, represent a new universal standard for development that thinks of all the planet's inhabitants (The Sustainable Development Agenda, 2015).

The Minister of Foreign Affairs of the Slovak Republic, Mr. Lajčák, commented as follows. "In my understanding, Agenda 2030 is a guide to a fair life in peace by eliminating inequalities, hunger and poverty. In the end, it also represents a concrete contribution to national or world security" (Ministry of Foreign and European Affairs of the Slovak Republic, 2017).

It is noticeable that it is necessary to emphasise, following the statements of Khun (1994), on the axiological and ethical background of the educational process so that the adolescent does not fall to the level of routine, insufficiently revising the social applicability of knowledge. The aim of education is to remain social, cultural and responsible for its actions.

Global education is education that "emphasises the global context in teaching and learning. Global education topics provide scope for changing the individual's attitudes and strengthening awareness of one's own role in the world" (National Strategy for Global Education 2012-2016, p. 1).

At the same time, this strategy defines basic global topics such as globalisation and interdependence (aspects of globalisation; economic globalisation - world trade; sustainable development and migration), global problems and development cooperation (development cooperation and humanitarian aid of the SR and EU; volunteering in development cooperation and humanitarian aid; fair trade and ethical entrepreneurship; development, concept development, principles; millennium development goals; poverty and inequality; health: HIV / AIDS, malnutrition; conflicts in the world: forms and methods of conflict resolution), multiculturalism (stereotypes and prejudices; racism, intolerance; cultural identity, cultural differences, religious differences), environment with respect to global aspects (climate change; waste; environmental migration; air, water, land; use of natural resources; alternative energy sources) and human rights (human and civil rights; children's rights, gender equality; democracy and good governance).

Our intention was to map the perception of the relevance of global issues to Matej Bel University students from the aspect of fields of study, which may contribute to identifying what global issues they would be interested in studying, but at the same time, these findings may provide material for analysis of whether they perceive the appropriateness of the issues mainly through the prism of their fields of study or reflect the need for a broader competence profile.

## 2 Research methodology

To determine the relevance of global issues among students we used a scale questionnaire by Andreotti et al. (2013). It was created as part of the Ethical Internationalism in Higher Education Research Project to discover which global topics are relevant to university students in terms of their field of study. It consisted of 24 items to which respondents should respond on the 5-degree Likert scale (1 – strongly disagree, 2 – disagree, 3 – neither disagree, nor agree, 4 – agree, 5 – strongly agree). The questionnaire was provided to us by CEEV Živica as part of the

University Global Education Network project, which was approved by the Slovak Agency for Development Cooperation SAMRS / 2017 / RV1.

The workability of this questionnaire was conditioned by the fact that the given area is not given much attention in Slovakia and the questionnaire items representing key global topics were based on an analysis of renowned foreign experts focusing on global education and related issues. It has also been shown, based on the content analysis of the items, that global themes can be categorised as being named according to the typology of global problems (e.g. environmental, social, cultural, economic problems, or their combination) (Kudláčková, 2007; Seitz & Hite, 2012).

Empirical research was carried out with students of 5 faculties of Matej Bel University in Banská Bystrica in 2016 – 2017. We evaluate the research file as available, taking into account the possibilities of researchers and the willingness of respondents to participate in the research.

We administered the questionnaire to the respondents online. It was not piloted since it had already been used in research at other universities in Slovakia (e.g. at the Faculty of Ecology and Environmental Sciences at the Technical University in Zvolen, at the Faculty of Management at Comenius University, at the Slovak University of Agriculture in Nitra) and proved to be undemanding in terms of the importance of each item. In the course of our research we were not confronted by any problems from the respondents in completing it. Respondents were made aware when repeating the questionnaire that if they had already filled in the questionnaire, they should not respond to avoid duplication of answers, which seems to be a neuralgic place in the questionnaire research.

The research sample consisted of 581 respondents (see Table 1). The non-pedagogical fields (72.98%) included study programmes focusing on economics, management, tourism, political sciences and international relations and social work. The pedagogical fields (27.02%) included study programmes focusing on teaching academic subjects (various combinations), primary education, education and andragogy.

Table 1: Structure of the research sample

Category		N	%
Gender	female	505	86.92
	male	76	13.08
Field of study	non-pedagogical	424	72.98
	pedagogical	157	27.02
Degree course	bachelor	397	68.33
	master	184	31.67

The 2014 Summary Report on the State of Gender Equality in Slovakia points to the fact that in 2013 of the total number of female students at universities, up to 62.8% studied humanities. The situation has not changed significantly in recent years. In our research group, women (N = 367; 63.17%; N = 138; 23.75%) were more prominent in the non-pedagogical and educational fields. According to Tokárová (2006), a profession where women start to dominate gradually changes its characteristics. Such professions (e.g. accountant, clerk, teacher, social worker) lose social prestige, reducing the amount of money the state invests in employee development and wages, leading to worsening of their working conditions.

As Ližbetinová's research (2017), conducted at the Faculty of Economics and Agriculture, indicated, it is important for male students as well as female students to obtain a university degree, but the motivation of female students to study at university has been reinforced by their desire for knowledge. They favoured the given field more for personal interest than students who were mostly motivated by external motivation (family tradition, trying to obtain any university degree, failure at an entrance interview at another university).

For female students, the motive for helping others prevails, while for male students, motives such as prestige or getting a well-paid position come to the fore. Male students participate in activities in academic bodies in a larger number. These conclusions are presented by Bianchi et al. (In Bianchi et al., 2008), based on research conducted among medical and nursing students. The opinion of Skelton (2002) is that women in any relevant profession cause a change in how work is approached and what quality of workers should be at the forefront. Taking these facts into account, gender can be an important variable that affects the preference of global issues among students in the relevant field of study at universities.

Another variable that was well-founded in the research was the field of study. Sciences, dealing with human upbringing, is an axiological dimension. The problem of pedagogical sciences will remain a problem of values, therefore axiology bears the status of their ideological basis. A serious problem of today's education is the effort to overcome individualism and group interests by the morality of general humanity (Kučerová, 2011). We are of the opinion that education sciences are very close to human rights and social justice issues (in the rights themselves, it is about maintaining and applying standards that are progressive values and ensure the survival and functioning of society), but the aim of education should be a well-developed personality. Functional literacy, which must not be unidirectional, is a precondition for this development. The need for political (Tam, 2016) and economic literacy (Korimová, 2018) of young people comes to the forefront, because a holistic view needs to be applied to address global problems in the world.

When selecting a global issues for a given field, we consider it important to take into account the students' degree course. Students studying for a master degree who are already familiar with the subjects and teaching strategies in their field of study, carrying out practice, may be more reflective of the needs of the

field and their competence profile, assessing what they lacked in their training and what they should pay more attention to. Global issues play the role of an innovative tool, allowing the broader context of science to be seen.

Slavkovský (2005), developing Gödel's idea of the incompleteness of human knowledge, says that questions arise before us that we cannot simply answer at each of its levels. A wider system of beliefs usually brings more acceptable answers, but at the same time it poses new challenges, which is a way to further develop knowledge. In deciding what global issues to favour in the field of study, students studying for a bachelor degree may be confronted with the initial notion of higher education functions, given the expectations and primary experience. Aguerrondová (2010) draws attention to the fact that there is a change in the mission of university education, which is not merely to explain the reality, cumulating new theories, but its main purpose is to create opportunities for its effect, which fundamentally changes the relationship between man and the world. The contrast between academic and applied cognition is lost.

We defined the following research questions:

VO1: Is there a statistically significant difference in the relevance of global issues among students for their field?

VO2: Is there a statistically significant difference in the relevance of global issues in terms of student gender for their field?

VO3: Is there a statistically significant difference in the relevance of global issues in terms of the students' field of study for their field?

VO4: Is there a statistically significant difference in the relevance of global issues in terms of the students' degree course for their field?

Table 2: Global issues (rotated matrix of factor loads)

Items saturating the factors	Factors				
	$\alpha$	I.	II.	III.	IV.
(I) Economic and political issues	0.854				
distribution of wealth		0.743	0.066	-0.042	0.233
excessive government expenditure		0.723	-0.086	0.111	0.278
corporate greed		0.707	0.287	-0.007	0.214
excessive consumption		0.664	0.180	-0.023	0.266
loss of employment		0.654	0.047	0.346	0.037
unequal power relationships		0.622	0.150	0.368	0.137
wasting resources		0.585	0.295	0.018	0.299
(II) Potential threat issues	0.808				
disease outbreaks		0.057	0.837	0.178	0.051
terrorism		0.043	0.791	0.220	0.158
excessive surveillance of persons		0.219	0.703	0.118	-0.096
climate changes		0.002	0.648	0.125	0.377
migration		0.182	0.486	0.359	0.080
(III) Human rights issues	0.770				
human rights		0.057	0.229	0.744	0.029
discrimination		0.171	0.339	0.717	-0.155
access to education		-0.101	-0.007	0.676	-0.001
international solidarity		0.030	0.181	0.649	0.259
poverty		0.287	0.246	0.573	0.118
(IV) Economic and social development issues	0.739				
barriers to trade		0.338	-0.062	-0.186	0.751
economic growth		0.374	-0.094	-0.081	0.746
technological advances		0.064	0.173	0.203	0.641
global mobility		0.132	0.240	0.195	0.614
<i>eigenvalue</i>		<i>3.66</i>	<i>3.08</i>	<i>2.90</i>	<i>2.56</i>
<i>% variance</i>		<i>17.44</i>	<i>14.64</i>	<i>13.83</i>	<i>12.18</i>

We used exploratory factor analysis to analyse the internal structure of the research tool. The most satisfactory method was the principal component method using orthogonal equamax rotation, which represents a combination of varimax and

quartimax rotation, minimising the number of variables highly correlating with one factor and the number of factors needed to explain the variable (Szeliga, 2010; Hanák, 2016). Standard exhausted data variability was shown (58.09%). The Bartlett

sphericity test refutes the hypothesis that the correlation matrix is a unit matrix ( $0.000 < 0.001$ ). The KMO test of the rate of adequacy of selection (0.886) shows the very good suitability of using factor analysis for the data obtained. We identified 4 latent variables (see Table 2).

The minimum factor load for an item to be included in one of the factors was 0.40. The item could not have a factor load higher than 0.40 simultaneously in two or more factors. On the basis of this criterion, we excluded three items (international cooperation, the difference between rich and poor, racism). For the whole

research instrument, Cronbach's alpha was 0.878. Its value per dimension ranged from 0.74 to 0.85. We performed statistical data analysis in SPSS 19.0. From descriptive statistics, we used the arithmetic mean (AM), standard deviation (SD), median (Me), minimum (Min) and maximum (Max) of the measurement. Non-parametric Mann-Whitney U test and Spearman correlation coefficient were applied from inductive statistics (since the variables did not show distribution normality for each set and subsets  $p < 0.05$ , which we verified by Kolmogorov-Smirnov test). We verified the statistical significance of differences and relationships between variables at a significance level of 0.05.

Table 3: Interrelations between dimensions of a range of global issues

Relationships between issues		Economic and political issues	Potential threat issues	Human rights issues	Economic and social development issues
Economic and political issues	<i>Spearman rho</i>	1.000	0.314	0.301	0.530
	<i>p-value</i>	.	0.000*	0.000*	0.000*
	<i>N</i>	581	581	581	581
Potential threat issues	<i>Spearman rho</i>	0.314	1.000	0.499	0.225
	<i>p-value</i>	0.000*	.	0.000*	0.000*
	<i>N</i>	581	581	581	581
Human rights issues	<i>Spearman rho</i>	0.301	0.499	1.000	0.104
	<i>p-value</i>	0.000*	0.000*	.	0.012*
	<i>N</i>	581	581	581	581
Economic and social development issues	<i>Spearman rho</i>	0.530	0.225	0.104	1.000
	<i>p-value</i>	0.000*	0.000*	0.012*	.
	<i>N</i>	581	581	581	581

The correlations between the dimensions of the research instrument demonstrate a logical context (see Table 3). The dimension of economic-political issues shows the closest relationship with the dimension of economic-social development. Both dimensions are weaker in correlation with the dimension of potential threat and human rights issues, and this is evident in the latter dimension. A stronger correlation has been identified between the dimension of human rights issues and potential threats.

### 3 Results of the research

We can state that there was a statistically significant difference ( $0.000 < 0.05$ ) in the relevance of global issues among students for their field of study (see Table 4). Respondents achieved the highest scores for the dimensions of human rights (AM = 3.88; Me = 4.00) and economic and social development (AM = 3.68; Me = 3.75). They achieved lower scores for the dimension of economic-political development (AM = 3.60; Me = 3.71). They scored the lowest for the dimension of the issue of potential threats (AM = 3.33; Me = 3.40).

Table 4: Differences in the relevance of global issues for their field of study among students

Economic and political issues						Friedman test (chi-square)	p-value
N	AM	SD	Me	Min	Max		
581	3.60	0.77	3.71	1.00	5.00	181.750	0.000*
Potential threat issues							
N	AM	SD	Me	Min	Max		
581	3.33	0.85	3.40	1.00	5.00		
Human rights issues							
N	AM	SD	Me	Min	Max		
581	3.88	0.69	4.00	1.00	5.00		
Economic and social development issues							
N	AM	SD	Me	Min	Max		
581	3.68	0.79	3.75	1.00	5.00		

It is clear from Table 5 that there is a statistically significant difference in the relevance of human rights issues in terms of student gender for their field ( $0.000 < 0.05$ ). Female respondents scored higher for this dimension (AM = 3.93; Me = 4.00) than the male respondents (AM = 3.57; Me = 3.60). In other dimensions the statistically significant difference was not confirmed.

It is evident from Table 6 that there is a statistically significant difference in the relevance of economic-political ( $0.000 < 0.05$ ), human rights ( $0.000 < 0.05$ ) and economic-social development ( $0.000 < 0.05$ ) in terms of the students' field of study for their field.

Respondents studying the non-pedagogical field scored higher for the dimensions of economic policy and economic and social development (AM = 3.75; 3.92) compared to respondents studying the field of education (AM = 3.18; 3.05). The median value is the same (Me = 3.86; 4.00). Respondents studying the pedagogical field scored higher for the dimension of human rights (AM = 4.07) than respondents studying the non-pedagogical field (AM = 3.81).

Based on the results of the research presented in Table 7, there is no statistically significant difference in the relevance of global issues in terms of the students' degree course for their field of study. Respondents achieved similar scores for all four dimensions, depending on their degree course.

Table 5: Differences in the relevance of global issues for their field of study in terms of student gender

Gender	Economic and political issues						Mann-Whitney U test	p-value
	N	AM	SD	Me	Min	Max		
female	505	3.60	0.77	3.71	1.00	5.00	18,803.500	0.776
male	76	3.60	0.78	3.86	1.00	5.00		
Gender	Potential threat issues						Mann-Whitney U test	p-value
	N	AM	SD	Me	Min	Max		
female	505	3.34	0.85	3.40	1.00	5.00	18,346.500	0.535
male	76	3.26	0.80	3.40	1.20	4.80		
Gender	Human rights issues						Mann-Whitney U test	p-value
	N	AM	SD	Me	Min	Max		
female	505	3.93	0.67	4.00	1.00	5.00	13,973.500	0.000*
male	76	3.57	0.74	3.60	1.60	5.00		
Gender	Economic and social development issues						Mann-Whitney U test	p-value
	N	AM	SD	Me	Min	Max		
female	505	3.69	0.79	3.75	1.00	5.00	18,545.000	0.634
male	76	3.65	0.77	3.75	1.50	5.00		

Table 6: Differences in the relevance of global issues for the field of study in terms of students' field of study

Field of study	Economic and political issues						Mann-Whitney U test	p-value
	N	AM	SD	Me	Min	Max		
non-pedagogical	424	3.75	0.68	3.86	1.00	5.00	19,704.000	0.000*
pedagogical	157	3.18	0.85	3.29	1.00	5.00		
Field of study	Potential threat issues						Mann-Whitney U test	p-value
	N	AM	SD	Me	Min	Max		
non-pedagogical	424	3.33	0.83	3.40	1.20	5.00	32,668.500	0.731
pedagogical	157	3.34	0.88	3.40	1.00	5.00		
Field of study	Human rights issues						Mann-Whitney U test	p-value
	N	AM	SD	Me	Min	Max		
non-pedagogical	424	3.81	0.68	4.00	1.00	5.00	25,291.500	0.000*
pedagogical	157	4.07	0.70	4.00	1.00	5.00		
Field of study	Economic and social development issues						Mann-Whitney U test	p-value
	N	AM	SD	Me	Min	Max		
non-pedagogical	424	3.92	0.64	4.00	1.75	5.00	13,081.500	0.000*
pedagogical	157	3.05	0.80	3.00	1.00	5.00		

Table 7: Differences in the relevance of global issues for their field of study in terms of the students' degree course

Degree course	Economic and political issues						Mann-Whitney U test	p-value
	N	AM	SD	Me	Min	Max		
bachelor	397	3.58	0.78	3.71	1.00	5.00	34,634.500	0.314
master	184	3.65	0.76	3.71	1.00	5.00		
Degree course	Potential threat issues						Mann-Whitney U test	p-value
	N	AM	SD	Me	Min	Max		
bachelor	397	3.34	0.84	3.40	1.00	5.00	35,532.000	0.597
master	184	3.31	0.87	3.40	1.00	5.00		
Degree course	Human rights issues						Mann-Whitney U test	p-value
	N	AM	SD	Me	Min	Max		
bachelor	397	3.85	0.68	4.00	1.00	5.00	33,146.000	0.071
master	184	3.95	0.72	4.00	1.00	5.00		
Degree course	Economic and social development issues						Mann-Whitney U test	p-value
	N	AM	SD	Me	Min	Max		
bachelor	397	3.64	0.78	3.75	1.00	5.00	33,259.000	0.081
master	184	3.76	0.79	4.00	1.00	5.00		

#### 4 Discussion

Based on the opinions of experts in the philosophy of education (Skalková, 2004; Gálíková-Tolnaiová, 2007) and the sociology of education (Hroncová & Emmerová et al., 2010; Vančíková, 2011), the postmodern society is characterised by relativism that affects people's ideas about the future of the world, expressing a sceptical view, proclaiming the loss of claim to universal truth and values. Gálík (2003) even takes a more critical stance, emphasising that individualist tendencies dominate Western culture.

We share the opinion of Kudláčová (2006) that under the influence of internationalisation, we also allow to claim globalisation, education is forced to change the attitude to education, where it will understand it as a worthwhile value. Adhering to Keller and Tvrdý (2008), universities should strive

to include important cultural content in education which can contribute to changes in society. This can be done, for example, by integrating global issues in the subject curriculum, taking into account the students' inclination to issues so that their integration into higher education subjects is not an end in itself.

Our research has shown that students would prefer human rights and economic-social development issues in their field of study. We explain this by the fact that female respondents clearly dominated the research sample. Taking into account the bases for the variables presented in the methodological part, as well as the prevailing stereotype in society, which have an impact on female and male polarity, women are destined to develop social competences in particular (Stiegler, 2009). But economics is not only about resources and services, but by translating this framework into it, we are confronted with the regulation of

social relations and relationships with ourselves (Michalitsch, 2009).

Examining the differences in the relevance of the global issues in terms of student gender for their field of study showed that female respondents scored statistically significantly higher in the dimension of human rights issues compared to the male respondents.

As justification it can be mentioned there is an increasingly frequent point for women to participate in the political, economic and cultural life of society (Kiczková, 2011). The growing interest of women in human rights issues is undeniable, especially among younger women with higher education (Bitušíková, 2005), who do not limit human rights issues exclusively to women's rights but are open to topics such as politics and decision-making, entrepreneurship, education, charity, or health and the environment.

Students' interest in human rights issues should be strengthened. This is a topic that touches on the needs of man in the most general sense of the word and the possibility of making society so-called better. At present, social and civic engagement is at the forefront, but along with it is the demand for a personality to be characterised by the capacity to cooperate in emerging problems. Although human rights issues evoke mainly norms and rules, it actually aims to understand other people's situation and their needs.

Čerešník (2011), in analysing the psychological concept of androgyny from the perspective of several domestic and foreign researches, concluded that men and women are different, whether we talk about physiology, psychological attributes or social behaviour. However, the fact remains that androgyny enters the well-being process as an indirect factor. Rather, women are characterised by expressiveness that is associated with features such as sensitivity or cooperation, while for men, the instrumentality manifested in the pursuit of independence and self-promotion is essential. Taking into account that modern personality models do not separate emotionality and cognitive abilities, recognising their complementarity, when their optimal course is determined by concurrent functioning, then one can develop the hypothesis that individuals equipped with the synthesis of these qualities more easily adapt to changed conditions (e.g. profession) and are more flexible in situ.

We found a statistically significant difference in the relevance of global issues in terms of the students' field of study for their field of study. Even with regard to descriptive indicators, it is evident that respondents showed an interest in a global issue closely related to their field (students of non-pedagogical fields of economic-political and economic-social development and students of pedagogical fields of human rights). In line with Rodrik (2012) and Steger (2017), we are of the opinion that globalisation was originally understood primarily from an economic point of view due to the interdependence of countries and the flow of international capital.

Research by Pelegrinová and Lačný (2013), focused on the analysis of the impact of globalisation processes on the economies of developed countries, pointed to the fact, following the trend analysis of the Slovak Republic's globalisation index for the period 2010-2015 that economic globalisation was the most concerning the dissemination of ideas and information was at a lower level. In terms of globalisation in the Slovak Republic for 1999 to 2005, economic globalisation also recorded the highest shift.

The fact that human rights issues are closer to students in pedagogical fields is quite understandable, since, as Švec (2003) notes, the ideal of service to society is expected in this profession. It allows for the defence and protection of man, influenced by his social practice (Helus, 2009; Zelina, 2010).

Research by Gallayová et al. (2018), who used the same tool in their research, indicated a similar problem. In their case,

however, the research sample included students of economics and ecology.

On the one hand, these findings appear trivial, but on the other hand they testify that students can perceive their field narrowly. The opinion of Svitačová et al. (2015) is that the faculties of economics have a strategic role to play in preparing their graduates for the challenges of globalisation. Future economists' attention must not be focused solely on the economic growth of the state, but must understand the complexity of today's world, recognising the interdependence between technology, nature, culture and economics. Global development education is a potential means of achieving this goal. We think that this also applies to other faculties, such as political sciences and international relations, legal and technical faculties.

Hanakovičová and Lopusánová (2010) recommend students of management and managerial education, in view of strong globalisation tendencies, to develop the skills of a cosmopolitan system of thinking, which includes a sensitivity to permanent learning, manifested primarily in the management of oneself, relationships and business.

In a similar situation, pedagogical disciplines find themselves also required to prepare their students to solve global problems by acquiring wider knowledge and plastic skills. The pedagogical-psychological basis should be extended to include the basis of economic, technical and social sciences. A globally shaped personality can respond to global challenges. The IT revolution has always been accompanied by socio-economic restructuring (Kučírek, 2017, p. 29).

Although there was no statistically significant difference in the relevance of global issues in terms of students' degree course for their field of study, it is observable that respondents in the master degree courses achieved slightly higher scores for the dimensions of human rights and economic-social development. It is a positive finding for us, which apparently tells us that they are considering their preparation at university, respectively, where it should change in order to be applicable to the labour market. Truneček (2004) or Heller (2005) put it meaningfully, saying that the knowledge-based society needs specialists, but it will not do without systemisers that describe the thinking in context.

The limitation of the research is mainly the way we got the respondents into the research sample, which limits the valid generalisation of its results to students of Matej Bel University. Similar research is required, but on a stratified sample, which would likely increase the proportion of the male population. Although we have encountered disproportion of the male population in relation to female in our research sample, based on the number of students studying at the faculties of Matej Bel University, we would like to say that this inequality is in principle common, as the majority of students at these faculties are women (e.g. in 2018/2019, 3,351 out of a total of 4,755 students). It would be appropriate to include other control variables in the questionnaire, e.g. what the respondents most often associate with the concept of global world, how they understand global education, whether they have confronted global issues in their study subjects, where they would like to work after graduation and what professional qualities a university student after graduation should excel in with regard to the field of study.

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#### Primary Paper Section: A

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