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Article

The Global Value System and Its Components for University Students

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Abstract

This work studies the critical element of the global value systems and its use among university students, concentrating on the challenges Saudi universities and the potential role of technology in overcoming these challenges. It identifies key obstacles to the use of the global values among students such as limited awareness and insufficient supportive programmes. This study is important in its emphasis in integrating universal values such as justice, equality, and environmental protection into curricula and university activities to using these principles among students. This work examines the current state of the global value systems, the requisite basics for its effective use, the challenges faced in university, and the technology role to enhance these values. The study collected data by means a questionnaire administered to a sample of 211 university students. The study found that high level of acceptance of the global value systems, with a general mean response score of 4.19 out of 5. Particularly, the "empathy and compassion as fundamental human values" had a mean score of 4.32. The actualisation of the global values is triggered "integrating ethical values into curricula to promote integrity and honesty" (M = 4.20). The key challenges were "the gap between theory and practice" (M = 4.17). This article suggests strategies for addressing these challenges-encouraging student participation in research projects for enhancing critical thinking (M = 4.19). According to the findings, the study developed educational and training programmes for faculty members and recommended initiatives like cultural exchange programmes and higher volunteer activities in universities. In addition, it stresses the significance of future research for evaluating the effect of these recommendations and exploring the use of advanced technologies, such as artificial intelligence, for the promotion of the global values among students.

Keywords

Global Values, Components of Value Realization, Challenges, University Students, Academic Challenges, Proposed Mechanisms.

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Introduction

The global value system is fundamental to peaceful coexistence and sustainable development in the contemporary world including shared human principles transcending cultural and religious boundaries which encompass justice, equality, tolerance, environmental stewardship, and social responsibility. According to Tran et al. (2023), higher education is one of the most effective mechanisms for the dissemination of global values, as university students are a pivotal demographic. This age group is the key target to value inculcation and as a dynamic force which shape the future societal development trajectory. Thus, scholarly literature shows that the integration of the global values into curricula and extracurricular activities are an effective strategy to cultivate students' awareness of social and ethical responsibility. Accordingly, Wang, Yang and Chen (2023) 80% of students in global values education exhibit significantly greater awareness of issues critical to coexistence and world peace. Also, volunteering and cultural exchange are key mechanisms to promote these values. These activities enhance students' dialogue and foster mutual understanding in cross-cultural environment.

Despite the global value importance, many challenges hinder their effective realisation in higher education across borders such the disparity between theoretical knowledge and practical adaptation, no positive role models exemplifying these values, and the economic and social pressures affecting students' commitment to them. UNESCO (2020) shows that 60% of students reported that the absence of value implementation within university life diminishes its effectiveness and effect underscoring the growing need for innovative mechanisms for bridging the gap between theory and practice, thereby translating these values into tangible actions in the university context. These systems are foundational for cohesive societies known for their coexistence and peace. They encompass shared commitments and principles uniting humanity amidst diversity- justice, tolerance, social responsibility, and environmental protection (Pacheco, 2020). In addition, these values should be imparted through both mandatory and elective activities in higher education institutions, as highlighted by Müller, Kühl and Kühl (2023), who examined the impact of required elective courses on student awareness and engagement in sustainability-related topics. As a result, these studies showed 80% of students' belief in academic programmes to promote global values contribute significantly to fostering a culture of peaceful coexistence and collaborative engagement.

According to McLaren and Bosio (2022), the challenges in integrating global values, such as the gap between articulating and applying these values and the lack of positive role models. This works state that volunteer activities and cultural exchange programmes efficiently translate these values into students' daily practices. Technology suggests significant potential to promoting global values by e-learning and digital education platforms. Al-Kasasbeh et al. (2024) and Bagdi et al. (2023) revealed that 60% of students use electronic platforms for learning showing enhanced awareness of global issues like climate change and human rights. The rise in the adoption of digital tools in education shows how effective they are in disseminating and fostering global values. While considerable research has examined the importance of global values and their role in societal cohesion, most studies have focused on the American and European contexts. For instance, Batunan et al. (2023) explored higher education's role in promoting global values in the US and Europe, respectively, whereas Al-Ali (2024) examined the impact of curricula and volunteer activities in Arab universities. However, a comprehensive perspective addressing the cultural and social challenges specific to the Arab region, along with practical, implementable models, remains absent. Additionally, while studies by Koźmiński (2023) highlighted general issues such as the lack of role models and the gap between theory and practice, they did not propose solutions tailored to the university setting.

Technology is significant role in raising awareness of global values. Kim (2022) noted that digital learning spaces increase understanding of global issues- human rights and climate change. Yet, existing studies concentrate on the use of technology for education which overlooks its potential to values through extracurricular activities or daily campus life showing the need for comprehensive research addressing global values among students in Arab universities. Such research should develop innovative approaches integrating technology, extracurricular activities, and curricula for bridging the gap between theory and practice which foster coexistence and collaboration in university communities. This study assesses the current state of global value systems among university students, identifies the key factors to actualise these values, and examines the primary challenges they face. In addition, it proposes practical and effective mechanisms for overcoming these obstacles. The adoption of this holistic perspective makes the research promote global values within higher education institutions, so it

contributes to the development of more cohesive and equitable societies.

Research Problem and Its Questions

The global value system is essential to foster societal cohesion and harmony encompassing principles such as justice, tolerance, social responsibility, and respect for diversity. Yet, the practical realisation and use of these values in higher education has challenges such the gap between theory and practice, the lack of positive role models, and sociocultural and economic pressures that hinder their adoption in students' daily lives. This research explores the state of the global value systems among university students and the obstacles to its use. It identifies the keys for fostering these values and reveal the factors impeding their integration in educational institutions. In addition, the study proposes practical strategies to address these barriers, so improving global values in higher education. So, the following sub-questions emerge:

1. What is the current global value system state among university students?
2. What are the essentials to actualise the global value systems among university students?
3. What challenges prevent realising the global value systems among university students?
4. What practical mechanisms help in overcoming these challenges and achieve the global value system?

Study Objectives

The aims of this study are following objectives:

1. To investigate the current state of the global value system among university students, with a particular focus on their awareness of these values and their application in both academic and social contexts.
2. To identify the key components that contribute to the successful implementation of the global value system among university students, considering factors that enhance students' awareness and commitment to these values.
3. To highlight the challenges involved in applying the global value system among university students, including cultural, social, and academic barriers that may arise in the process of establishing these values.
4. To propose effective and innovative strategies to overcome the obstacles preventing university students from fully implementing the global value system, using teaching methods and practical application models.

Importance of the Study

This paper contributes to the context of higher education. It examines the global value system playing a pivotal role in fostering peaceful coexistence and mutual understanding among diverse cultural groups:

1. Development of Global Values in Higher Education: This research shows the values - justice, tolerance, social responsibility, and environmental protection dissemination in higher education. In addition, it identifies ways where students apply these values in their academic and social lives.

2. Overcoming Challenges: The study shows the challenges faced global values in universities, - the theory-practice gap and social and economic pressures. It also offers a platform for proposing practical solutions for overcoming these challenges which promotes a more harmonious and cohesive educational environment.

3. Developing Courses and University Activities: This research identifies the requirement necessary to uphold global values to create academic and extracurricular programmes helping students develop the right values. It will inform the developing new teaching methods which ensures future generations of their global responsibilities.

4. Providing a Comprehensive Vision for Arab Universities: The study adds a comprehensive perspective on integrating global values into Arab universities which considers the the unique cultural and social challenges of the region enhancing the capacity of these institutions for the active contribution to building a more tolerant and integrated global society.

5. Role of Technology in Promoting Values: The research examines modern technologies, digital learning

platforms and social media, leveraging to raising awareness of global issues-human rights and climate change which highlights the role of technology in disseminating global values.

These insights are crucial for academics and policymakers to develop effective strategies for teaching global values in higher education, thereby fostering fairer and more unified societies.

The Study Scope of

1. Human Scope: The study is limited to undergraduate students, excluding other categories such as faculty members and graduate students within the Kingdom of Saudi Arabia.
2. Subject Scope: This study focuses on "the system of global values and the components necessary for their realisation among undergraduate students." It examines the key elements required to achieve these values, the challenges students face, and the role of technology in promoting these values within the university environment.
3. Geographical Scope: The research is confined to local universities within the Kingdom of Saudi Arabia.
4. Temporal Scope: The study was conducted during the current academic year, 2024.

Operational definitions of Key Concepts Used in this Study

Global Value System

The global value system is composed of a universally recognised set of ethical principles to fostering peaceful coexistence among cultures. These values are justice, equality, tolerance, environmental protection, and social responsibility. According to the (Azim et al., 2020) the global value system is standard of principles accepted universally for the promotion of harmonious relations between individuals and nations. Similarly Nation (2022) characterises global values as a collection of ethical principles, integrity, tolerance, equality, environmental protection, and human rights assessed through the responses of the sample to the first 14 questionnaire questions gauging university students' understanding of these values and their use in both academic and social settings.

1. International values promote understanding and coexistence among diverse cultures, foster justice and equality regardless of race or religion, and contribute to sustainable development by keeping resources for future generations. Also, these values make innovation and creativity through international cooperation easy.
2. Traits of Global Values Inclusive: Global values are not confined by the aspects of culture, religion, or geography. They are constant and withstand the test of time across generations. In addition, they are adaptive, accommodating cultural diversity with no compromise of their intrinsic principles.
3. Components for Achieving Global Values: They are the essential factors and mechanisms instilling these global values in university students such as the value integration into academic curricula, volunteer activities, cultural exchange programmes, and training workshops assessed through the second section of the questionnaire, 15 items designed for measuring the availability of these components within the university environment. Certain components are important for realising global values.

Most Prominent among these are the Following

1. Academic Curricula: Using global values into academic curricula for increasing students' awareness of their importance, focusing on the environment, human rights, and world peace.
2. Extracurricular Activities: Volunteer activities promoting compassion and empathy, alongside cultural events encouraging understanding among students.
3. Role Models: Faculty members serve as models of integrity which inspires students to follow these global values through respectful emulation. Also, figures within the community are required to motivate students to embrace these values.
4. Cultural Exchange: The international exchange of students is pivotal in the promotion of coexistence and peace, fostering global understanding and cooperation.

Obstacles to the Realization of Universal Values

This includes hindering applying global values in universities like the gap between theory and practice, a lack of positive role models, the conflict between local and global values, and economic and social issues. This

concept is assessed through the third section of the questionnaire, which comprises 15 items that evaluate the impact of these challenges on university students. Several prominent challenges impede the process of instilling global values, including:

1. The Gap Between Theory and Practice: Although taught at an academic level; global values are weakly applied in real-life situations.
2. Lack of Role Models: The positive role model absence reduced students' adoption of global values.
3. Economic and Social Pressures: Current economic conditions make volunteering or participate in overseas programs and exchanges difficult.
4. Conflict Between Local and Global Values: These values conflict with local value systems which hinder their acceptance.
5. Neglect of Value-Based Education: Academic achievement focus cause a neglect of value-based education which impedes the developing global values.

Proposed Practical Mechanisms

The suggested practical mechanisms are a series of procedures and recommendations to overcome the existing challenges for the achievement if global values. These mechanisms are embedding values into teaching programmes, volunteer activities, cultural exchanges, and scientific awareness to enhance global values. Axis four, 15 items, tested the effectiveness of these mechanisms. The following help to overcome the challenges to achieving global values:

1. Integrity, Human Rights, and Care for the Environment in the Academic Curriculum: Embedding integrity, human rights, and environmental care in the curricula.
2. Student Volunteer Activity: Helping volunteer activities in the local university areas which enables students to participate in various tasks that foster empathy and social responsibility.
3. Raise Awareness through Campaigns: Awareness campaigns for continuity of global values across generations.
4. Workshops/Cultural Events: Conferences and workshops on human rights and social justice inspire cross-cultural understanding.
5. Empowerment of Scientific Research and Innovation: A variety of research methods to address global challenges, like climate change and poverty.

University Students

The phrase "university students" means individuals pursuing academic education in a higher education institution in the Kingdom of Saudi Arabia. The study sampled 211 students selected through random sampling, with academic and cultural backgrounds. A big amount of literature highlighted the significance of instilling global values among citizens, in particular students, as a key for building cohesive societies. Yet, the actual situation is a different reality, with many degrees of adoption of these values, Sustarsic (2020) emphasised that incorporation of global values into academic curricula enhance students' awareness of their social responsibilities.

Global values appear in students as:

1. Respect for cultural and religious diversity.
2. Adherence to academic honesty and ethics.
3. Engagement in volunteer work and extracurricular activities.
4. Innovation and environmental protection advances.

Theoretical Framework and Previous Studies

First: Theoretical Framework

The theoretical framework deals with the required components to achieving global values focusing on the factors facilitating the dissemination of these values across various contexts. In addition, it tests the obstacles hindering the realisation of these values, such as the gap between theory and practice, reduced awareness, and the absence of role models. In addition, technology is as a key in increasing global values. The framework shows the importance of digital tools and interactive learning in spreading these values and raising awareness of global issues, like human rights and protection of environmental, fostering positive aids to society.

Components to Achieve Global Values

According to the research, the realisation of global values requires several fundamental elements, the most significant of which include:

1. Academic Curricula: (Mukhtarkyzy, Abildinova, & Sayakov, 2022) and confirmed the integration of the subjects related to honesty, social responsibility, and environmental protection into school curricula enhanced students' awareness of global values. Also, revised curricula notably increased in students' commitment to applying these values.
2. Volunteer Activities: Vo (2022) showed that volunteer activities help foster empathy and compassion among students. Additionally, students who engaged in volunteer work demonstrated greater cooperation and social responsibility compared to those who did not participate.
3. Cultural Exchange: Mittelmeier et al. (2021) showed the importance of of international cultural exchanges in the promotion of tolerance and coexistence among nations-70% of students participating in such exchanges developed increased awareness of global issues, regarding environmental conservation and human rights.
4. Workshops and Engaging Activities: Zak (2021) study assessed the impact of training workshops on promoting global values. The results showed that well-designed workshops significantly enhanced students' understanding of justice and equality, with an improvement rate of 85%.

Global Values Challenges

Although the efforts made, values in higher education face significant challenges. Maboloc, study's (2020) stated that challenges are a lack of resources, the absence of role models, and the conflict between local and global values. Overcoming these challenges needs teacher training and developing curriculum for better aligning with global values.

The Potential of Technology to Nurture Global Values

Against the backdrop of rapidly developing technologies, Zhang and Zhou (2023) stated that the technology and e-learning platform use serves as a catalyst which enhance students' understanding of global values with 60% of students engaging with educational platforms demonstrating a significantly enhanced awareness of issues such as climate change and human rights representing a fundamental framework to foster peaceful coexistence and advancing contemporary societies such shared human principles connecting diverse cultures enableing individuals exercising their rights to justice, equality, tolerance, responsibility, and environmental care. Today, these values stressed the emergence of global challenges, in particular as university students, as future leaders and agents of change embody and promote such principles.

Previous Studies

The Woymo, Bachore and Jobo (2024) stated that education is pivotal in the promotion and dissemination of the global values among learners. This study, according to the analysis of academic curricula in different countries, revealed that education is crucial to foster values like justice, equality, and respect for diversity. Teaching global values contributes to the development of a generation understanding its responsibilities towards global communities, leading to better cross-cultural understanding and peaceful coexistence, he examined higher education institution roles in instilling global values among students. A descriptive-analytical study sampled students from USA that social volunteer activities and exchange programmes were key in values of cooperation and peaceful coexistence among students.

In addition, Hein, Wienrich and Latoschik (2021) studied the effect of extracurricular activities on the promotion of global values among students. Their survey, among 300 students from three British universities, showed that volunteer and sports activities were effective in the enhancement of the values of cooperation and social responsibility. In addition, students participated in these activities had a higher level of commitment to global values compared to those not engaging in such activities. The analysed of the effects of cultural exchange programmes on global values involving 200 students from various countries showing that programmes significantly enhanced the values of tolerance and respect for cultural diversity. Also, 70% of the students reported higher awareness of current global issues for mutual understanding and a more cohesive global community.

The Global Education Monitoring Report Team (2020) is a comprehensive analysis by RIE that examines the state of inclusive education worldwide. The report emphasizes the importance of ensuring that no one is left

behind in the pursuit of quality education. determined the obstacles and enablers of pupils' growth of global ideals. The theory-practice divide in teacher training programs, an excessive focus on student attainment, and a lack of good role models were identified as the main challenges in this study, which involved surveys and interviews with educators and students from 15 different nations. According to the report, promoting extracurricular activities is a great way to share global values and increase their influence on pupils, they examined how the curriculum helps Arab university students develop global ideals, with a focus on examining the curricula of higher education in Egypt and Morocco. According to the study, pupils' comprehension of global values increased when subjects like integrity and the preservation of social and natural settings were covered in class. Bozkurt et al. (2021) explains the challenges universities face regarding the implementation of global values. Following the analysis interviews with faculty members from European universities concluding that resource constraints, the lack of positive role models. In addition, the conflict between local and global values prevents effectively integrating these values.

Shadiev and Wang (2022) studied the effectiveness of training workshops in the promotion of global values among university students. He involved 150 students from an Egyptian university, and training workshops were effective in raising awareness of values- tolerance, justice, and environmental responsibility. Misirlis (2023) suggested incorporation such workshops into university activities to enhance the promotion of global values among students. Finally, according to Saubert and Cooper (2023), the effectiveness of training workshops in promoting global values among university students. The study sampled 150 students from an Egyptian university. The study showed that training workshops effective in raising students' awareness of values such as tolerance, justice, and environmental responsibility. He recommended incorporation like workshops into university activities for the enhance the promotion of global values among students. In the same way, Amorós Molina et al. (2023) highlighted the importance of such initiatives in fostering such values in higher education.

Commentary on Previous Studies

The literature showed that global values are important in fostering cohesive societies, with curriculum development, volunteer activities, and cultural exchange programs were a key to promote these values. Yet, challenges like the theory-practice gap and lack of positive role models hinder the practical global values. So, new mechanisms are required to overcome these obstacles and better integrate global values into university education. The study stresses that both formal and informal education are crucial in instilling these values. Yet, curricula and extracurricular activities were positive while efforts are required to focus on reducing existing barriers for improving these tools and bridge the gap between theory and practice.

Research Hypotheses

According to the key key study aims understand university students' global value systems, show their distinct features, reveal the challenges they face, and show potential solutions, the hypothesis is:

First Hypothesis: To explain the current status of the global values among university students. H_0: Its value system among university students is still unknown. H_1: Its current status among university students can be known.

Second Hypothesis: To show the key to achieve a global value system among university students. H_0: It is impossible for the identification of the factors for achieving a global value system among university students. H_1: The identification of the factors to achieve a global value system among university students.

Third Hypothesis: Monitoring the challenges impeding the global value system among university students.

The Null Hypothesis for this Test: Challenges to the global value system among university students is no monitored.

Alternative Hypothesis for this Test: The challenges to the global value system among university students is monitored.

Hypothesis Four: Suggesting practical mechanisms for overcoming challenges in achieving the global value system.

The Null Hypothesis for this Test: It is not possible to suggest practical mechanisms to overcome the challenges to global value system among university students.

Alternative Hypothesis for this Test: Practical mechanisms to overcome the challenges of global value system among university students are possible.

Scientific Explanations of the Hypotheses: In the hypotheses, logical assumptions from literature highlighting the significance of global values in fostering social cohesion and coexistence. As such, International Commission on the Futures of Education (2020) showed key issues in the implementation of global values, like

the gap between theoretical concepts and practical application, and the lack of positive exemplars. This means there is a need for effective methods to enhance the values. Likewise, they stated the integration global values into curricula and university activities help cultivate a generation being aware of its social and environmental responsibilities encouraging positive engagement with global issues.

Study Design and Instruments

The research used systematic scientific methodology, appropriate for its aims. A descriptive-analytical approach as the analytical framework helped in the exploration of the status of the global value system, its functioning, show the problems it faces, and suggest practical solutions to address the challenges. This design helps in the collection and statistical analysis of quantitative data which ensure accurate results and facilitate the generalisation of findings. The data collection tool is a questionnaire with four domains and 59 items. These addressed the following aspects: Section One dealt the current status of the system with 14 items; Section Two examined determinants for the achievement of the global value system with 15 items; Section Three was challenges to global value system, 15 items; and Section Four suggested practical mechanisms to overcome these challenges, also with 15 items. Participants answered all items on a five-point Likert scale, ranging from "Strongly Agree" to "Strongly Disagree," based on their level of agreement with each statement.

The items in the four parts of the questionnaire were distributed as follows: Part One, which assesses the current state of the global value system among university students, includes 14 items (X1–X14). Part Two, focusing on the determinants of achieving the global value system among university students, consists of 15 items (X15–X29). Part Three, which examines the challenges that confront the achievement of the global value system among university students, also includes 15 items (X30–X44). Finally, Part Four, which explores advanced practical mechanisms to overcome these challenges, consists of 15 items (X45–X59). The questionnaire was distributed to 211 students from various universities in Saudi Arabia. The sample was selected through random sampling to ensure it was a fair representation of the larger target group. We examined the responses according to the standard Likert scale levels: "Strongly Agree" (5), "Agree" (4), "Neutral" (3), "Disagree" (2), and "Strongly Disagree" (1).

Statistical Methods

SPSS was used for the data analysis followed statistical methods: descriptive statistics, reliability analysis, validity and consistency tests, correlation analysis, t-tests, and multiple regression analysis. Descriptive statistics, means and standard deviations, to provide a general dataset's characteristics. Cronbach's Alpha coefficient was conducted to measure the reliability and validity tests and yielded a value of 0.969. This high value shows that the tool is highly reliable and valid to measure the target concepts.

Other Supporting Statistical Analyses

A bivariate correlation analysis established the relationships between the various study parts. A t-test was conducted to test the study's hypotheses and identify any differences between the groups. Then, multiple regression analysis assessed the impact independent variables on the dependent variables. This method identified factors impacting the global values among university students. Calculating the coefficient of determination (R^2) indicated that the four sections collectively illustrated a significant the difference in the global value system. Particularly, the fourth section, focused on practical mechanisms to overcome challenges, showed the highest explanatory power, with an R^2 value of 84.3%.

Study Results

Descriptive Statistics

An examination of the mean responses and standard deviations for each item in Table 1 reveals the relative importance of the items (variables) across all four sections. In the first section, several statements received the highest response scores. For example, Statement 4 achieved the highest ranking, with a mean of 4.3175 and a standard deviation of 0.60827, indicating strong agreement among participants. Statement 2 followed closely with a mean of 4.3128 and a standard deviation of 0.49452, reflecting a general level of agreement ("Agree"). Statement 6 ranked third, with a mean of 4.2891 and a standard deviation of 0.53169. The remaining items in the first section showed similar levels of agreement, suggesting a broad consensus on the concepts addressed in this section.

Table 1: *Mean, Standard Deviation, and Pearson Correlation Coefficient for Each Item by Study Sections.*

Item	Variable	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean	Standard Deviation	Pearson Correlation Coefficient
1	X1	57	150	4	0	0	4.2512	0.47653	0.674**
2	X2	69	139	3	0	0	4.3128	0.49452	0.672**
3	X3	59	139	12	0	1	4.2085	0.58074	0.579**
4	X4	77	129	1	3	1	4.3175	0.60837	0.647**
5	X5	29	141	28	11	2	3.8720	0.74176	0.371**
6	X6	66	142	2	0	1	4.2891	0.53169	0.720**
7	X7	41	143	17	10	0	4.0190	0.68287	0.543**
8	X8	55	140	6	0	0	4.2796	0.50945	0.746**
9	X9	53	147	7	3	1	4.1754	0.59567	0.580**
10	X10	61	139	10	0	1	4.2275	0.57355	0.749**
11	X11	66	140	4	1	0	4.2844	0.52071	0.743**
12	X12	58	143	9	1	0	4.2227	0.53688	0.666**
13	X13	40	146	19	4	2	4.0332	0.66464	0.650**
14	X14	51	152	6	1	1	4.1896	0.54518	0.782**
Section 1							**4.1916**	**0.36924**	
15	X15	53	152	4	0	2	4.2038	0.56162	0.734**
16	X16	39	150	13	15	4	4.0190	0.71689	0.699**
17	X17	50	147	9	2	3	4.1327	0.65569	0.810**
18	X18	51	147	10	2	1	4.1611	0.58766	0.716**
19	X19	45	140	14	7	5	4.0095	0.79277	0.720**
20	X20	48	148	10	3	2	4.1232	0.63545	0.848**
21	X21	54	145	7	4	1	4.1706	0.61666	0.724**
22	X22	48	152	9	2	0	4.1659	0.53092	0.720**
23	X23	46	153	7	2	3	4.1232	0.63545	0.869**
24	X24	45	150	10	3	3	4.0948	0.66226	0.803**
25	X25	40	152	9	5	5	4.0284	0.73624	0.769**
26	X26	45	144	14	4	4	4.0521	0.72515	0.839**
27	X27	40	151	9	9	2	4.0332	0.69955	0.756**
28	X28	50	149	6	3	3	4.1374	0.65833	0.731**
29	X29	44	154	4	6	3	4.0900	0.68065	0.771**
Section 2							4.1030	0.50643	
30	X30	41	159	10	1	0	4.1374	0.49287	0.564**
Section 3							**4.0281**	**0.40094**	
Section 4							**4.1232**	**0.53561**	
Overall							**4.1115**	**0.38309**	

In the second axis, Statement 15 ranked highest, with an average response of 4.2038 and a standard deviation of 0.56162, indicating strong agreement with this statement. It was closely followed by Statement 21, which had an average (4.1706) and a standard deviation (0.61666), and then Statement 22, with an average (4.1659) and a standard deviation (0.53092). The responses to the rest of the statements in the second axis had a similar consensus, with other statements having high response scores. In the third axis, the highest response was for Statement 31, with an average of 4.1659 and a standard deviation of 0.53982 followed by Statement 30 with an average of 4.1374 and a standard deviation of 0.49287, and then Statement 32, with an average of 4.1090 and a standard deviation of 0.57110. The other statements in this axis had high responses which reflect a significant consensus among the participants. In the fourth axis, Statement 48 was first, with an average response (4.1896) and a standard deviation (0.67053) followed by Statement 59, with an average of 4.1706 and a standard deviation of 0.63941, and then Statement 46, with an average of 4.1611 and a standard deviation of 0.61922. The remaining statements in this axis also received similar response scores, further reinforcing the participants' preference for these statements. The first axis emerged as the most favoured, with an average of 4.1916 and a standard deviation of 0.36924, indicating the highest level of agreement among participants. It was followed by the second axis, with an average of 4.1374 and a standard deviation of 0.65833, then the fourth axis, with an average of 4.1232

and a standard deviation of 0.53561, and lastly the third axis, with an average of 4.0281 and a standard deviation of 0.40094. The overall average response was 4.1115, with a standard deviation of 0.38309, suggesting a general consensus among participants across all axes.

Second: Reliability Analysis (Validity and Consistency)

Reliability refers to the ability of the instrument (the questionnaire) to consistently produce similar results when applied repeatedly under comparable conditions. It is assessed using Cronbach's alpha coefficient, which measures internal consistency, with values approaching 1.00 indicating high reliability. To ensure the validity of the data, the questionnaire was reviewed by experts in educational sciences and statistics to evaluate and refine its items to align with the study's objectives. The final version of the questionnaire was then administered to a sample of 211 participants. The Pearson correlation coefficient was calculated between each item's score and the total score for each axis and subfactor. Table 1 showed that all correlations statistically significant and positive. The questionnaire overall reliability of the, according to Cronbach's alpha coefficient in Table 2, showed that the questionnaire had a high reliability across all axes.

Table 2: *Reliability Coefficients According to Cronbach's Alpha.*

Axis	Number of Items	Cronbach's Alpha Coefficient
First	14	0.887
Second	15	0.949
Third	15	0.893
Fourth	15	0.957
Overall	59	0.969

Source: Study Sample.

Table 2 is the Cronbach's alpha coefficient for the entire questionnaire-0.969. So the instrument is highly reliable, showing a strong level of internal consistency. Its validity was assessed by Pearson's correlation coefficient for the evaluation of the significance of the relationship between each item and its corresponding axis. All correlations showed a strong, positive, and statistically significant connection. In addition, the square root of the Cronbach's alpha coefficient was measured as an alternative validity measure. The square root of Cronbach's alpha was 0.984-very close to 1.00, proving the validity of the questionnaire and its collection reliability and analysable data.

Third: Bivariate Correlation Analysis

Table 3 is Pearson's correlation coefficient showing the relationship and strength between the axes of the study variables. The values show the degree of link between each axis, revealing how strong interrelation between many factors. This correlation analysis clarifies the interactions between different elements and offers valuable insights into the structure of the data. As shown in Table 3, there is a weak, positive, and statistically significant correlation between the second and third axes. Additionally, the results indicate a moderate, statistically significant correlation between the first axis and each of the second, third, and fourth axes. Furthermore, a moderate correlation is observed between the fourth axis and both the second and third axes. These findings suggest that while there are some interrelationships between the axes, the strength of these relationships varies, with stronger correlations observed between the first and other axes.

Table 3: *Pearson's Correlation Coefficient Between the Study Variables and Axes.*

	First Axis	Second Axis	Third Axis	Fourth Axis
First Axis	1.000**			
Second Axis	0.620**	1.000**		
Third Axis	0.476**	0.591**	1.000**	
Fourth Axis	0.740**	0.603**	0.664**	1.000**

(*) Significant at the 0.05 level, (**) Significant at the 0.01 level, (***) Significant at the 0.001 level, Source: Study Sample.

Fourth: T-Distribution Tests

Given the large sample size (211 participants), it is unnecessary to conduct a normality test, as the data

distribution is expected to approximate a normal distribution. The T-distribution test will be employed to assess whether the hypothesis regarding the differences in the mean responses for each item on the study's axes holds true. For the statistical hypothesis test concerning the first axis, the null hypothesis (H_0) posits that university students are unable to accurately comprehend the global value system, while the alternative hypothesis (H_1) suggests that students are able to understand the global value system. The results presented in Table 4 indicate that all items in the first axis were statistically significant. The mean responses for each item were found to be significantly different from zero, suggesting that each item contributes a clear and statistically significant effect to the overall axis. Consequently, at a 1% significance level, these findings affirm the existence of a discernible global value system among university students.

Table 4: *T-Test for Items in the First Axis.*

Item	T	df	Sig.	Mean Difference	95% Confidence Interval of the Difference
X1	129.587	210	**.000	4.25118	4.1865
X2	126.682	210	.000**	4.31280	4.2457
X3	105.266	210	.000**	4.20853	4.1297
X4	103.088	210	.000**	4.31754	4.2350
X5	75.825	210	.000**	3.87204	3.7714
X6	117.180	210	.000**	4.28910	4.2169
X7	85.491	210	.000**	4.01896	3.9263
X8	122.025	210	.000**	4.27962	4.2105
X9	101.820	210	.000**	4.17536	4.0945
X10	107.067	210	.000**	4.22749	4.1497
X11	119.518	210	.000**	4.28436	4.2137
X12	114.250	210	.000**	4.22275	4.1499
X13	88.145	210	.000**	4.03318	3.9430
X14	111.627	210	.000**	4.18957	4.1156

(*) Significant at the 0.05 level, (**) Significant at the 0.01 level, (***) Significant at the 0.001 level. Source: Study Sample.

To test the Statistical Hypothesis for the Second Axis

The Null Hypothesis (H0): It is impossible to identify the elements required for university students to adopt the global value system.

Alternative Hypothesis (H1): The components necessary for achieving the global value system among university students can be identified.

Table 5: *T-Test for Items in the Second Axis.*

Item	T	df	Sig.	Mean Difference	95% Confidence Interval of the Difference
X15	108.728	210	**.000	4.20379	4.1276
X16	81.434	210	.000**	4.01896	3.9217
X17	91.554	210	.000**	4.13270	4.0437
X18	102.856	210	.000**	4.16114	4.0814
X19	73.465	210	.000**	4.00948	3.9019
X20	94.254	210	.000**	4.12322	4.0370
X21	98.241	210	.000**	4.17062	4.0869
X22	113.977	210	.000**	4.16588	4.0938
X23	94.254	210	.000**	4.12322	4.0370
X24	89.814	210	.000**	4.09479	4.0049
X25	79.480	210	.000**	4.02844	3.9285
X26	81.170	210	.000**	4.05213	3.9537
X27	83.747	210	.000**	4.03318	3.9382
X28	91.291	210	.000**	4.13744	4.0481
X29	87.287	210	.000**	4.09005	3.9977

(*) Significant at the 0.05 level, (**) Significant at the 0.01 level, (***) Significant at the 0.001 level, Source: Study Sample.

Based on the results presented in Table 5, statistical significance was found for all items in the second axis. The findings revealed that the average responses for each item significantly differed from zero, indicating that all items in the second axis have a clear, statistically significant impact on the axis as a whole. Thus, a significance level of 1%

identifies the components required for university students to achieve the global value system.

To Test the Statistical Hypothesis for the Third Axis

The null hypothesis (H0) states that it is impossible to identify the obstacles university students face in implementing the global value system.

The alternative hypothesis (H1) identifies the challenges university students face in achieving the global value system.

According to the results presented in Table 6, statistical significance was found for all items in the third axis. The findings indicated that the average responses for each item significantly differed from zero, suggesting that all items in the third axis have a clear, statistically significant impact on the axis as a whole. Therefore, a significance level of 1% identifies the components necessary for achieving the global value system among university students.

Table 6: *T-Test for Items in the Third Axis.*

Item	T	df	Sig.	Mean Difference	95% Confidence Interval of the Difference
X30	121.937	210	**.000	4.13744	4.0706
X31	112.099	210	.000**	4.16588	4.0926
X32	104.512	210	.000**	4.10900	4.0315
X33	95.868	210	.000**	4.08531	4.0013
X34	63.389	210	.000**	3.76303	3.6460
X35	86.695	210	.000**	3.96682	3.8766
X36	83.180	210	.000**	3.99052	3.8959
X37	95.575	210	.000**	4.00948	3.9268
X38	106.592	210	.000**	4.07583	4.0005
X39	82.199	210	.000**	4.01896	3.9226
X40	89.798	210	.000**	3.97630	3.8890
X41	96.322	210	.000**	4.01422	3.9321
X42	85.929	210	.000**	3.97630	3.8851
X43	93.951	210	.000**	4.05213	3.9671
X44	107.681	210	.000**	4.08057	4.0059

(*) Significant at the 0.05 level, (**) Significant at the 0.01 level, (***) Significant at the 0.001 level. Source: Study Sample.

To Test the Statistical Hypothesis for the Third Axis

The null hypothesis (H0) states that it is impossible to identify the obstacles university students face in implementing the global value system.

The alternative hypothesis (H1) identifies the challenges university students face in achieving the global value system.

Table 7: *T-Test for Items in the Fourth Axis.*

Item	T	df	Sig.	Mean Difference	95% Confidence Interval of the Difference
X45	95.715	210	**.000	4.11848	4.0337 to 4.2033
X46	97.613	210	**.000	4.16114	4.0771 to 4.2452
X47	93.887	210	**.000	4.14692	4.0598 to 4.2340
X48	90.760	210	**.000	4.18957	4.0986 to 4.2806
X49	87.209	210	**.000	4.07583	3.9837 to 4.1680
X50	79.314	210	**.000	4.06161	3.9607 to 4.1626
X51	92.586	210	**.000	4.13270	4.0447 to 4.2207
X52	85.212	210	**.000	4.11374	4.0186 to 4.2089
X53	87.660	210	**.000	4.09953	4.0073 to 4.1917
X54	95.553	210	**.000	4.15640	4.0706 to 4.2421
X55	94.433	210	**.000	4.15640	4.0696 to 4.2432
X56	67.881	210	**.000	4.01422	3.8976 to 4.1308
X57	88.311	210	**.000	4.10427	4.0126 to 4.1959
X58	87.979	210	**.000	4.14692	4.0540 to 4.2398
X59	94.746	210	**.000	4.17062	4.0838 to 4.2574

(*) Significant at the 0.05 level, (**) at the 0.01 level, and (***) at the 0.001 level. Source: Study sample.

The findings presented in Table 7 demonstrate that all items within the fourth axis exhibit statistically significant differences. The results indicate that the mean response for each item deviates substantially from zero, signifying that each question exerts a significant influence on the overall axis. Consequently, it can be inferred

that practical strategies for addressing the challenges associated with implementing a global values system among university students can be recommended with a significance level of 1%. Furthermore, the statistical significance of all four axes is evaluated by testing the difference in mean responses against zero, employing the T-distribution test for hypothesis validation. The results presented in Table 8 reveal statistically significant differences across all domains. The analysis indicates that the mean responses for each domain deviate significantly from zero, suggesting that each domain exerts a meaningful influence on the global value system and its components among university students. These findings are supported by a significance level of 1%.

Table 8: *T-Test for All Study Domains.*

Domain	T	df	Sig.	Mean Difference	95% Confidence Interval of the Difference
Domain 1	164.896	210	**.000**	4.19160	4.1415, 4.2417
Domain 2	117.685	210	**.000**	4.10300	4.0343, 4.1717
Domain 3	145.938	210	**.000**	4.02812	3.9737, 4.0825
Domain 4	111.822	210	**.000**	4.12322	4.0505, 4.1959

Note: p < .05 (), p < .01 (), p < .001 (). Source: Study Sample.

Fifth: Multiple Regression Analysis

Multiple regression analysis was employed to examine the impact of independent variables—encompassing the four study domains: the reality, requirements, challenges, and practical solutions of the global value system—on the dependent variable, the global value system and its components for university students.

Study of the Effect of the First Domain Variables on the Dependent Variable

The regression analysis results in Table 9 reveal a robust relationship between the independent variables (items from the first domain) and the dependent variable (the global value system and its components). The R coefficient of 0.873 indicates a strong correlation, while the R-squared value of 0.763 signifies that 76.3% of the variance in the dependent variable is explained by the independent variables, underscoring the model's explanatory strength. The adjusted R-squared value of 0.746 further validates the model's accuracy, accounting for the number of predictors and enhancing its credibility.

Table 9: *Regression Analysis for the Effect of First Domain Variables on the Dependent Variable.*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873	.763	.746	.19313

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	23.508	14	1.679	45.021	**.000**
Residual	7.310	196	.037		
Total	30.819	210			

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	
1		(Constant)	.604	.160	
		X1	.117	.042	.146
		X2	-.052	.042	-.067
		X3	.024	.029	.036
		X4	.020	.031	.032
		X5	.108	.022	.209
		X6	.005	.039	.007
		X7	.027	.024	.048
		X8	-.001	.040	-.001
		X9	.021	.029	.032
		X10	.091	.036	.137
		X11	.111	.039	.152
		X12	.126	.034	.177
		X13	.143	.029	.247
		X14	.105	.040	.149

Note: p < .05 (), p < .01 (), p < .001 (). Source: Study Sample.

The F-test value of 45.021, with a corresponding significance level of 0.000, confirms the overall model's

statistical significance, indicating that all independent variables significantly contribute to the variance in the dependent variable, making the model suitable for analysing their effects. When examining individual variables, X1 (β = 0.146, Sig. = 0.006) demonstrates the strongest effect within the model. Similarly, X5 (β = 0.209, Sig. = 0.000) exhibits a very strong influence, playing a pivotal role in explaining the variance in the dependent variable and contributing significantly to the model's stability. Additionally, variables X10 (β = 0.137, Sig. = 0.012) and X11 (β = 0.152) also display notable explanatory power, offering valuable insights into the dependent variable, albeit with slightly less influence than X1 and X5. These findings collectively reinforce the model's robustness and its capacity to elucidate the relationships within the dataset.Conversely, variables such as X12 (β = 0.177, Sig. = 0.000) and X13 (β = 0.247, Sig. = 0.000) significantly influence the dependent variable, indicating that these are fundamental in enabling university students to comprehend the reality and components of the global value system. However, variables X2, X3, X4, X6, X7, X8, and X9 did not demonstrate a significant effect, suggesting they may not substantially impact the dependent variable in this context and can be regarded as having negligible influence within the overall model. In summary, the regression analysis highlights that variables such as X1, X5, X12, and X13 play a pivotal role in shaping the global value system and facilitating its realisation among university students, while other factors exhibit a comparatively minor impact.

Study of the Impact of the Second Axis Variables on the Dependent Variable

The multiple regression analysis in Table 10 demonstrates that the model for the second axis is statistically significant. Variables X16, X18, and X28 exhibit a significant impact on the dependent variable, while variables X15, X17, X19, X20, X21, X22, X23, X24, X25, X26, X27, and X29 do not show a significant effect at the 5% significance level. The R-squared value of 0.689 indicates that the variables on the second axis account for 68.9% of the variance in the global value system and its integration into college students' lives, with the remaining 31.1% attributable to other factors.

Table 10: *Regression Analysis of the Impact of the Second Axis Variables on the Dependent Variable.*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.830	.689	.665	.22161		
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression		21.242	15	1.416	28.835
	Residual		9.577	195	.049	
	Total		30.819	210		
Model		**Unstandardized Coefficients B**		**Standardized Coefficients Std. Error T Beta**		**Sig.**
1		(Constant)		1.595	.150	10.636
		X15		.035	.044	.051
		X16		.089	.034	.166
		X17		-.027	.046	-.046
		X18		.095	.040	.146
		X19		.053	.031	.110
		X20		.049	.048	.081
		X21		-.043	.046	-.069
		X22		.035	.047	.049
		X23		.053	.056	.088
		X24		.018	.045	.031
		X25		.068	.035	.130
		X26		.041	.040	.078
		X27		-.003	.037	-.005
		X28		.088	.042	.151
		X29		.063	.040	.113

Note: *Significant at the 0.05 level, **significant at the 0.01 level, and ***significant at the 0.001 level. Source: Study Sample.

Study of the Impact of the Third Axis Variables on the Dependent Variable

The multiple regression analysis in Table 11 confirms that the model for the third axis is statistically significant. Variables X32, X34, X38, X40, X41, X42, X43, and X44 have a significant impact on the dependent variable, whereas variables X30, X31, X33, X35, X36, X37, and X39 do not show a significant effect at the 5% significance level. The R-squared value of 0.758 indicates that 75.8% of the variance in the global value system

and its realisation among university students is explained by the third-axis variables, with the remaining 24.2% attributed to other factors.

Table 11: *Regression Analysis of the Impact of the Third Axis Variables on the Dependent Variable.*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.871	.758	.739	.19562		
Model	**Sum of Squares**		**df**	**Mean Square**	**F**	**Sig.**
1	Regression		23.357	15	1.557	40.691
	Residual		7.462	195	.038	
	Total		30.819	210		
Model	**Unstandardized Coefficients B**		**Standardized Coefficients Std. Error**		**T Beta**	**Sig.**
1	(Constant)		.816		.152	5.379
	X30		.044		.037	.056
	X31		.006		.033	.009
	X32		.078		.034	.116
	X33		.025		.028	.040
	X34		-.045		.020	-.101
	X35		.053		.029	.092
	X36		.024		.030	.044
	X37		.024		.034	.038
	X38		.194		.038	.282
	X39		.011		.024	.021
	X40		.082		.031	.137
	X41		-.080		.040	-.126
	X42		.108		.031	.190
	X43		.120		.038	.197
	X44		.165		.035	.237

Note: *Significant at the 0.05 level, **significant at the 0.01 level, and ***significant at the 0.001 level. Source: Study Sample.

Study of the Impact of the Fourth Axis Variables on the Dependent Variable

Table 12: *Regression Analysis of the Impact of the Fourth Axis Variables on the Dependent Variable.*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.918	.843	.831	.15748		
Model	**Sum of Squares**		**df**	**Mean Square**	**F**	**Sig.**
1	Regression		25.983	15	1.732	69.847
	Residual		4.836	195	.025	
	Total		30.819	210		
Model	**Unstandardized Coefficients B**		**Standardized Coefficients Std. Error**		**T Beta**	**Sig.**
1	(Constant)		1.350		.092	14.656
	X45		.122		.025	.198
	X46		.016		.031	.026
	X47		-.026		.029	-.044
	X48		-.007		.024	-.011
	X49		.083		.026	.146
	X50		.019		.027	.037
	X51		.080		.033	.135
	X52		.026		.033	.048
	X53		.060		.033	.106
	X54		.128		.031	.211
	X55		.007		.030	.011
	X56		-.021		.021	-.046
	X57		.075		.028	.133
	X58		.037		.032	.066
	X59		.071		.029	.118

Note: *Significant at the 0.05 level, **significant at the 0.01 level, and ***significant at the 0.001 level. Source: Study Sample.

The multiple regression analysis in Table 12 indicates that the model for the fourth axis is statistically significant. The variables X45, X49, X51, X54, X57, and X59 have a significant effect on the dependent variable, while the variables X46, X47, X48, X50, X52, X53, X55, X56, and X58 do not exhibit a significant effect at the 5% significance level. This aligns with findings by Ydo (2023). who highlighted the importance of specific variables in shaping students' global value systems. Similarly, he emphasized the influence of economic and social pressures on students' ability to adhere to global values in academic environments.

The R-squared value of 0.843 indicates that 84.3% of the variations in the global value system among university students are explained by fourth-axis variables, consistent with Abdul-Rahaman, Arkorful and Okereke (2022). findings on experiential learning bridging theory and practice. Rohimah (2024) highlighted extracurricular activities' role in promoting global values, supporting the model's results**.** Challenges such as economic pressures and a lack of role models hinder value implementation, as noted by Malieiev et al. (2024), who emphasized the absence of practical frameworks. Aleksieva and Dimitrova (2024) suggested partnerships with global organizations to address these barriers, echoing an analysis of policy reforms. Volunteering and cultural exchange enhance global values, fostering dialogue and understanding (Samira & Karfa, 2024).

Conclusion and Recommendations

The global value system is a critical issue in modern times, particularly in higher education, as cultural, social, and economic changes impact shared human values. This study addresses the low awareness and application of the global value system among university students and its influence on their personal and societal development. It examines the current status of these values, analyses challenges in their application, and proposes mechanisms to enhance their integration into academic and social contexts. The research highlights the importance of fostering empathy, justice, and environmental preservation (first axis), ethical values and student decision-making (second axis), and addressing gaps between theory and practice (third axis). The fourth axis focuses on critical thinking and responsibility for future generations. The statistical analysis shows a strong emphasis on these aspects, with moderately significant correlations among some axes, though the relationship between the second and third axes remains weak. The findings aim to guide educational institutions in developing strategies to instil global values, enhancing societal cohesion and stability. According to the statistical tests, all items across the four axes were significant at the 1% level, showing a big effect each axis on the global value system among university students. The multiple regression analysis showed significant effects for all axes. Specifically, for Axis 1, the variables X1, X5, X10, X11, X12, X13, and X14 yielded an R-squared value of 76.3%. For Axis 2, the variables X16, X18, and X28 resulted in an R-squared value of 68.9%. For Axis 3, the variables X32, X34, X38, X40, X41, X42, X43, and X44 produced an R-squared value of 75.8%. Finally, for Axis 4, the variables X45, X49, X51, X54, X57, and X59 achieved an R-squared value of 84.3%.

Based on findings, the following suggestions are required:

1. Incorporating Global Values into the Curriculum: Integrating values justice, tolerance, and environmental protection into university curricula is important. A dedicated course may stress global human values and their use in real-life contexts. The second axis shows that this approach significantly increases student awareness, with an average response of 4.10.
2. Expanding Volunteer Activities: To foster empathy and social responsibility, volunteer activities in universities is suggested. Sustainable volunteer encourages students to engage in community development, such activities instil compassion and cooperation.
3. Cultural Exchange Programs: Organisation of cultural exchange programs with international universities improve students' understanding of diverse cultures and tolerance and peace. 70% of students participate in such programmes developed greater awareness of global issues, including human rights and environmental protection.
4. Skill Development of Faculty Members: The study recommends Faculty training programs focus on the integrateng global values in teaching. Interactive teaching methods, discussions and workshops on ethical values, preserve effective role modelling for students.
5. Organisation of Awareness Campaigns: Universities organise awareness campaigns for the promotion global values and their role in fostering harmonious societies. These can be social media campaigns, cultural events,

and competitions on human values.

6. Leveraging Technology for the Promotion of Global Values: Utilising technology and digital learning platforms to promote global values is suggested. Social applications and educational platforms can make global challenges, such as climate change and human rights violations, more accessible and engaging for students.
7. Funding of Research Projects: The funding of research projects on global values and related challenges is recommended. Such projects can provide innovative solutions to promote these values and enhance students' critical thinking and research skills.

Limitations of the Study and Future Research

The current study is limited in many ways. First, the sample to university students from a specific region restricts the generalisability of the findings to other groups or geographical areas. Second, the study predominantly depended on questionnaires introducing response biases or affect the accuracy, if groups were underrepresented. For future research, it suggested to increase the sample to include students from various universities across different geographical regions which enable the exploration of cultural and educational environment differences. Also, a broader range of methods, interviews and field studies, are required for obtaining more accurate data. More analyses into the relationship between global values and socio-economic factors help to more understand how these elements either facilitate or prevent acquiring global values among students.

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