

Teacher Education and Globalization: Implications and Concerns in the 21st Century

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Paper No: 54 **Received:** 17 February, 2013 **Accepted:** 7 April, 2013

Abstract

Education is a key to civilization and enlightenment and a source of wealth and power. It is the cornerstone of the growth and development of any country's social economic and political institutions. Globalization is a qualitatively new phenomenon of multi-dimensional nature posing a variety of complex trends in the economic, social and cultural fabrics of all societies. No country can live in isolation without seeking impact of global trends and a change in all field of life. Teacher education plays a pivotal role in this era of globalization in shaping and reshaping the society and determining the quality of life in the community and the nation. Like all other professions, globalization is also affecting teacher education. This paper focuses critically at the globalization and teacher education: implications and concerns in the twenty first century. It unearths the state and extent of the effect of globalization in education and finally it suggest shifts to be explored in teacher education.

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Keywords: Teacher education, globalization, implication

Education is a satisfying item for consumption, its rewards are never-ending, in the sense that no man ever ceases to educate himself from the cradle to the grave. The object of education is the development of the human personality (Maiyo *et al.*, 2005), it functions within a framework of a fundamental freedoms and human rights (UNESCO, 1968). Education is a key to civilization and enlightenment and a source of wealth and power. It is the cornerstone of the growth and development of any country's social economic and political institutions. Harbison (1985), contends that the wealth of the nation fundamentally depends on the development of human resources.

Education is becoming more invaluable to individuals. In today's environment, education provides individuals with a better chance of employment, which in turn leads to a better lifestyle, power and status. The commoditization of knowledge as intellectual property has occurred particularly with regard to connecting the intellectual work with community, business, and government interests and priorities(Patted, 2003).

The world has become a global village. No country can live in isolation without seeking impact of global trends and a change in all field of life, education is the most important tool in global development. So this age of knowledge has great impact on education (Misra and Bajpai, 2011). Teacher education is the brain of all educational disciplines as it delivers education to train the prospective teachers. Teaching is the mother of all professions and teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Therefore quality of Teacher is crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. The Education Commission (1964-66) of India accepted this influence of teachers in powerful words, "No system can rise above the status of its teacher..." Similar sentiments have been expressed by the Delors report (1996), and UNESCO report on Teacher and Educational Quality: Monitoring Global Needs for 2015(2006). The European Commission Report 'Communication on Teacher

Education' (2007) in the very beginning observes 'research shows that teacher quality is significantly and positively correlated with pupil attainment and it is the most important within school aspect explaining students' performance(40, p.3). Teachers help in shaping and reshaping the society and determine the quality of life in the community and the nation. Like all other professions, globalization is also affecting teacher education. Therefore there is need to critical evaluate the globalization impact as relates to education, and the existence and position of education in this era of a global world, this will hope to bring a global paradigm shift in teacher education. It is out of this background that this study was envisaged to look at the globalization and teacher education: implications and concerns in the twenty first century.

Concept of teacher education

Teacher education is formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively. Encyclopedia Of Educational Research (1941) defines teacher education as "The total education experiences which contribute to the preparation of a person for teaching and other educational service and for contributing to their growth in competency for such service". Such teacher education programs are offered in teacher colleges, normal schools and colleges and universities. Teacher education in most of the nation is conducted in two faces: In-service education or continuous education and its main focus is to:

- i. To develop in prospective teacher educators necessary skills and competencies needful for the preparation of the teacher.
- ii. To impart the latest knowledge of the relevant disciplines.
- iii. To upgrade their knowledge and develop a critical awareness.
- iv. To develop the capacity of elaboration, examination, interpretation and communication of ideas.
- v. To enable them to undertake meaningful educational research for improving the condition of education and society.
- vi. To develop among them the desire for lifelong learning for removing anachronism from them.

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers are the torch bearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating role of education. No nation can even

marginally slacken its efforts in giving necessary professional inputs to its teachers and along with that due status to their stature and profession. These expectations suggest that teacher operates in a larger context and its dynamics as well as concerns impinge upon her functioning (Patted, 2003). That is to say, teacher has to be responsive and sensitive to the social context of education, the various disparities in background of learners as well as in the macro national and global contexts, national concerns for achieving the goals of equity, parity, social justice as also excellence. To be able to realise such expectations in a global society teachers need to: understand children within social, cultural and political contexts, view knowledge not necessarily as an external reality embedded in textbooks but as constructed in the shared context of teaching learning and personal experiences, develop appropriate competencies to be able to not only seek the above understandings in actual situations, but also be able to create them.

Concept of globalization

Globalization can be defined as a world-sweeping arrangement based upon: "...a creed of lower trade barriers; an end to exchange controls; freer movement of investment capital; and the displacement of public sector capital by the private sector." (Fontana 1999). It is the integration of economic, political and cultural systems and trends across the world for economic growth, prosperity and democratic freedom. It pursues liberal or free market policies in world economy for economic liberalization. It aims at realizing one single unified world community where no social conflicts exist calling for social and cultural integration.

Globalization entails privatization and marketization of economic and political structures in which ability of the state to control all the activities within its borders is becoming limited. Simply put, globalization in fact is a combination of free exchange of goods services and capital.

Globalization is the tendency of any entity, activity, and technology to acquire a dimension that grows beyond any "frontier" that would be imposed by such criteria as geography, religion, gender, age and the like. Anything or anybody can have a worldwide impact (Misra, & Bajpai, 2011). Globalization seeks to deal with relations that go beyond the confines of the nation state or country boundaries.

Historically globalization dates back to the international trade in the middle ages. During the second half of the 19th century it was highlighted by the Industrial Revolution as result of colonial exploitation. The continuous modernization of the international exchange process during the 20th century and its ramifications during the international agreements, for example The General Agreement on Trade and Tariffs (GATT) have maintained and given pace to increasing globalization of the society.

Contemporary social theorists and analysts David Harvey (1989, 1999), Giddens (1990), McGraw, Goldblatt and Perraton (1999) associate globalization with three aspects.

Detritization: which has increased possibilities for action between and among people where geographical space is immaterial to social and economic activity. E-commerce and television allow people situated anywhere to do business and see the impact of war, famine, floods, fire and accidents.

Interconnectedness: can be seen as distant events, forces and decisions impacting local and regional endeavors through exchange of ideas in cyber space through the internet. Interconnectedness also creates feelings for humanity.

Speed and Velocity: of social and economic activity have been largely due to proliferation of high speed transportation, communication and information technologies which have blurred all boundaries, geographical and territorial as well as social and economic. Movement of people, information, capital and goods is at amazing speed.

In many contexts, globalization is associated with technological innovation and the salvation of the Third World by advanced capitalist societies. Thus, globalization is simultaneously a legitimating ideology, a cultural and economic paradigm, and a phenomenon that resists viewing the world through a narrow nation-state lens. Globalization has to be linked to the advent of transnational corporations and technologies that transform the nature of industry and economics. What is further unique about transnational corporations is the way they homogenize the globe into a single market for commodities, labor, and capital. One consequence of this is the homogenization of global relations so that national and international communities are linked in previously unfathomable ways. Globalization, both as a phenomenon and as a creed, may influence and affect education (Michelle, 2007).

Features of globalization:

- i. Growth of transnational corporations and multinational corporations/organizations.
- ii. International division of labor.
- iii. Encouragement of markets rather than government central planning.
- iv. Growth of offshore finance and telecommunication that can link banks, stock markets, companies and organizations together in a global network.
- v. Increasing migration of peoples within and across national boundaries in search of work.
- vi. The growth of media by satellite that ensures programs to be beamed across the globe regardless of national boundaries.

- vii. Growth of national and international Non-Governmental Organization (NGOs).

Globalization and education

Modern globalization is known as an increasingly international integration in all fields of economics, culture and society. It has impacts on every individual, society, organization, and state. Technological progress, especially new technologies in telecommunication, and transportation as well as free trade policies in international trade are main reasons for its dissemination. However, globalization brings much more than economic impacts to a nation. Actually, all fields of politics are affected by globalization. Furthermore, the development of culture and society follow global trends.

With this understanding, the relationship between education and successful modernization under the context of globalization becomes clear. This relation has been the central topic in the theory of human capital (Organisation for Economic Co-operation and Development [OECD], 2002). The theory proves that investment in education and training increases the economic productivity of the labor force. For developing countries in the context of the globalizing world, improving the simple labor skills is not enough because under the impact of changes in the international division of labor, some professions will disappear or change significantly. Therefore, the labor in the new context of globalization must, through education, be equipped with new skills and capabilities.

Moreover, although developing countries undergoing cultural and social changes will cope with many difficulties in the integration process, these difficulties can be basically addressed by education. Putnam (2002), indicates that social capital is constituted of social organizing capabilities comprising trust, norms, and cooperation. These are the main elements for societies to improve their capability to act in their parts and as a whole. For developing countries and countries who are stepping into the developed country community, investment in education and training is the basic material of the knowledge economy. Under the challenges of globalization, that material will become more and more meaningful (Temple, 2000). The analysis of the relation between education and economic development reveals that all countries that want to achieve continuous social progress must be brave enough to apply a strong investment policy for education and training. While the western developed countries experienced many generations before they had developed their self-organizing capability and set up distribution structures in the way of social welfare states, developing countries do not have such advantages. What developing countries have is limited experience in innovation and development. In addition, they sometimes have to face dramatic changes in their societies. These changes are shuffling the solidarity tradition of agricultural societies and jeopardizing the cohesion of the whole community. Under these conditions it is

understandable that great investments in social resources are more important for these countries than for the developed countries in the West. Therefore, the simple development models must be replaced by ones which discover and open new ways valuable for the future. Sustainable development is not to exploit and consume all the natural and social resources; conversely, it is to create conditions to integrate into the localization process in both economic and cultural fields (World Commission on the Social Dimension of Globalization, 2004).

Jarvis and Holford (2005) hold that ‘globalization’ may positively influence education, since it may bring together different peoples, ideas and resources in a world-wide pool. The whole world is becoming a global society; media and cyber culture are becoming more widespread. This is providing new opportunities for research and interaction to people who previously had no access to major libraries or research institutions (Kellner 2005). Technological tools and developments can be applied to good use, so as to serve the needs of students across the world. This position holds that with capital shifting into a knowledge-based economy, information and knowledge is fast becoming a high-priced new commodity. Knowledge has become a principal economic currency, and its rapid production and circulation have become a crucial input for economic performance.

Education is undergoing constant changes under the effects of globalization. The effects of globalization on education bring rapid developments in technology and communications are foreseeing changes within learning systems across the world as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialization towards an information-based society. It reflects the effect on culture and brings about a new form of cultural imperialism. The rise of new cultural imperialism is shaping children, the future citizens of the world into ‘global citizens’, intelligent people with a broad range of skills and knowledge to apply to a competitive, information based society. Globalization and technological advancements are delivering and increasing access to the world and subsequently subjects should reflect this global outlook.

Education is one such activity, not only in terms of its financing, but in terms of the uses to which it is actually put. There are, then, intimate connections between political globalization, economic forces, and national domestic policies. School reforms and reforms in teacher education rely on global discourses that move from one country to another. Globalization does not, anyway, mean that national distinctions become erased or that everything becomes identical. Today’s world is changing fast both economically and socially (Patted, 2003). While global competition is not perfect in all ways, for example free trade has not yet equated to fair trade, competition for ideas has never been stronger. Education has been recognized as the basic means of promoting the skills of globalization.

Implication of globalization

Culture

The spread of education internationally, as a result of globalization, has clearly had effects on cultures worldwide. It brings about a new form of cultural imperialism which influences changes within school systems across the world as ideas, values and knowledge. Developing and emerging nations views globalization to be eroding their treasured culture and values in favor of the developed nations and more particular the West. The current youths seemed to embrace the global culture and way of thinking which to conservative finds it difficult to accept and seen to be more suicidal to the treasured traditional and cultural values, which may be transferred to the next generation.

Technology and Communication

Globalization on education bring rapid developments in technology and communications which are foreseeing changes within school systems across the world as ideas, values and knowledge. The rise of a global society, driven by technology and communication developments are shaping children, the future citizens of the world into ‘global citizens’, intelligent people with a broad range of skills and knowledge to apply to a competitive, information based society (Misra, and Bajpai, 2011). The future of countries often lies within their ability to compete in a global market where industrial based economies are giving way to knowledge based industries, realising the importance of “knowledge, skills and the intellectual capacity to meet the challenges of accelerated change and uncertainty” Education is becoming a lifelong learning and training process, developing transferable skills and knowledge that can be applied to competitive markets where knowledge and information is being traded as a commodity.

The challenge for future public education is to give priority to teaching ethics and a sense of global responsibility that go beyond the bounds of the knowledge economy

Privatization and competition

Globalization promotes competition although strategic alliances between competing parties are becoming a condition of success. Economic markets have become more open and flexible because of diminishing barriers of trade and lowering of labor and trade regulations. The mobility of goods, services, money and intellectual capital has increased due to sub-regional and global agreements. Competition to expand markets, promote innovations, and develop highly skilled workforces is shifting the focus of work from quantities to qualities and from mastery of facts to professional flexibility and continuous renewal of personal capacities. Due to this increasing free trade around the globe – to end protection in many sectors so that there is more competition and privatisation, education is increasingly being drawn into this global capitalist

competition. The Internationalisation of education has become one of the key themes of educational policy and planning in the 1990s and the integration of worldwide capital and labour markets; educators are being forced to respond to a new set of challenges. The internationalisation of education, particularly higher education, is a growing phenomenon. Universities and colleges around the world are increasingly becoming forced to compete in the global capitalist market and engage in entrepreneurial activity to sustain themselves in an increasingly ‘uncertain world.

The role of education has become more linked to globally competitive positions. Subsequent changes in university functions have lead universities toward “direct entrepreneurial activity to sustain themselves.” This in turn produces a change in institutional approaches to the development of overseas education. University courses must now be cross-cultural in content, which is in association with the growing number of students, particularly in the 1990’s, searching for higher education outside of their own country.

The linkage of performance to allocation of operation funds leads to intense competition among universities. Associated with that is the move to privatisation of higher education. Tensions between academic and commercial based subject are increasing. Substantial decline in levels of public funding, the current globalisation of higher education is mainly motivated by profits. Its goal is to meet market demand and to create a market for a variety of educational products. With substantial growth in the international student market, the issue of regulation of providers arises. It is extremely difficult to regulate the trade in academic institutions, programs, degrees or products across international borders. Lack of regulation is a major issue with the globalisation of higher education.

Reforms

Globalization has a multidimensional impact on the system of education. It has underlined the need for reforms in the educational system with particular reference to wider utilization of information technology giving productivity to the educational system and emphasis on research and development, access and equity in the provision of education, financing and funding of education, privatization of education, curriculum reforms and professionalizing teacher education. All this reforms are aimed at making education relevant to address the needs of the students, society, government and the global world.

Implication of globalization on teacher education

In any educational system, the teacher plays a significant role of preserving society’s heritage and energizing human resources towards social progress. The level of a nation’s education depends upon the quality of the teacher of that nation. Hence, there is a need to review and transform both the professional preparation of

teachers and their in-service training. All developing countries including India have quest to achieve education for all by 2020. Teachers who possess the necessary technical competence and professional skills through a well coordinated teacher’s education program will be able to meet the challenges of the education.

The trends and characteristics of globalization perhaps demand for a total re-invention or repackaging of the teaching profession. The Teacher in the globalized environment must be prepared to think globally and act locally in matters relating to education. He must be able to create a learning, friendly and animating environment in the classroom. The teachers must be capable to participate effectively in the contemporary Information and Communication Technology (ICT) imposed revolution in knowledge creation, distribution and management. Schools exist to impart knowledge and skills. It is therefore imperative for schools to move with time in matters relating to knowledge creation and distribution. Teacher education policies and practices should also be tranformed in order to ensure that competent and efficient teachers are produced from Teacher Training Institutions. Training in Computer and Information Technology must be central components in Teacher preparation programs. The ideal teacher in a globalized world must be an expert in a subject area as well as an expert in the use of Information Technology in teaching learning situations. Such teachers must be prepared to be active participants in integrated communities of learners. This is so because in an era of globalization, boundaries between schools and homes, schools and societies, between different disciplines and spheres of knowledge are bound to disappear and be replaced by integrated communities of learners (Pratham, 2006; Pratham, 2007).

Classroom management is not an end in itself but indicative of teachers’ authority, inner strength, interpersonal relations and leadership role. A learning environment that seeks student cooperation and minimizes disciplinary problems would be achieved by teachers who have expertise in content and instructional strategies, who make wise decisions about time and space, who demonstrate an attitude of valuing and caring their students. Preventive classroom management can be effected by planning rules and procedures beforehand as well as developing accountability in students for their academic work and classroom behavior. Effective managers have intervention skills for dealing quickly with disruptive in direct and fairways. The development of personality traits and cultivation of skills required for effective management is be achieved through theory, practice and effective monitoring (Saxena, Mishra and Mohanty,1998).

The focus of teachers training should depart from the traditional method of teacher educational program which has not produced the desired quality and professionalism so far. This system exposes the teacher to acquire a body of knowledge in a subject discipline. He/she takes courses in education, which involves methodology

of teaching learning through a supervised teaching practice which is referred to as apprentice. This system has not produced the desired result for a innovative educational system in a globalized world and transformation required both for teacher pre-service preparation and teacher in-service training (Bottery, 2006). Hence, the school-based teacher professional preparation and development is recommended. This enables schools and teachers to play a much larger and constructive role in teacher's professional development. This will eventually make the schools be the first to reap the benefits of generation of good quality teachers. The cluster school-based teacher in-service teacher development is an innovation being carried out. It is a system of mentoring whereby teacher's educators and or professional teachers support teachers directly in their classrooms with intensive period of mentoring and discussion in teachers meetings within the schools and across a cluster of schools to develop reflective practices and reflective practitioners. The goal of global competitiveness, demands that both the curriculum and the teaching methods to be more focused on developing generic and attitudinal skills, such as critical thinking and problem solving as well as promoting national reconciliation (Misra and Bajpai, 2011).

Motivation and productivity among teachers will disappear in a school system that does not promote teachers' promotion on the performance of individual teachers. Ministry of Education need to think and change their teachers' promotion policy if they really want teachers with high morale for a globalized society that is perennially on the move for positive changes. Educational system will not be modernized and transformed until the whole system of teacher training is drastically overhauled, intellectually richer, and more challenging.

Conclusion

In conclusion, globalization dominant term for describing and conceptualizing teacher education, it has far reaching implication to the nations that embrace it and more specifically to the operation and influence of teacher in education in terms: curriculum pedagogy, culture, mode of content delivery, assessment and standard, access

,equity, financing, management and the planning of the education in entirety . For the teachers to be relevant and maintain their glory teacher education will need to revisit their mission statements and rethink what it means to be part of the global community.

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