

A Critical Study of Global Perspective in Teacher Education

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Abstract

This study about global perspective in teacher education was conducted in the selected districts of Peshawar, Mardan, Swabi and Nowshera of the Khyber Pakhtunkhwa province in Pakistan. Its main objective was to include all those topics, important elements established trends and all related dimensions of the global education that leads towards promoting balanced picture of an utopian world. Global perspective in teacher education was conceived to be a paradigm shift towards the expected change in the behaviors of teachers in the world over. Bearing the same motto in mind, the study, here aimed to and was conducted to review the curricula of B.Ed taught in the sampled areas and fill the missing gaps with all those related topics, elements, trends and dimensions of global education first in the subjects of social studies and English and then in the other courses gradually. The tools that were fielded for collection of data were a set of opinionaires addressed to 104 teacher educators of the 24 teacher education colleges and 02 IER / departments of the sampled university. The study made valuable recommendations that included the development of a strategy that could suggest approaches, trends and issues to update the teachers about global happenings. The strategy should also include an adequate exposure to the prospective teachers to ensure their involvement in monitory aspects, democratic processes, population and its dynamics, technological and environmental development that lacked in teacher community.

Keywords: Education, Global Perspective, Teachers' educators.

Introduction

The aim of education and schooling is considered to shape the personalities of the students by equipping them with positive changes in skills, knowledge, abilities and behavior towards quality life. Teacher is considered to be the most important figure of any education system without who the whole system would be like a sheep without a pilot.

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This Profession requires not only skills and capabilities of teachers, but also continuous practices in this art. In the learning process, effective teaching practices are the successful approach for producing good results of the learners. Bearing this belief in mind, teachers are polished to get expertise opinions and develop their professionalism for acquiring mastery over subjects. They build the foundation stone of the nation strong, high and productive for future purposes. The quality of teachers has been internationally approved to be imperatively connected with the quality of learning outcomes. Twenty first century stressed on the application of modern technologies and global education in the education system of any country, and teachers are credited to become 'global actors' in pursuit of skills, accepted values and knowledge. They need to be able to work in a global scenario. So, it looks evident to equip them adequately for future challenges and global knowledge.¹ Teachers are called change agents, who steer the nation for right destination, and towards better future, for they could develop the personalities of their students. The world has been changing its store of knowledge. "Globally updated world know better how to interchange skills, resolves disputes and gain technological boast. They also show active participation in the world affairs".² With every passing day, the world is getting nearer and nearer to influence their culture. Those teachers who have global outlooks and practices know about the commonality and dependencies and supersede their colleagues. This status of pedagogy has been in vogue for the last twenty years in the whole of the developed countries. Contrary to this assumption, and as a dilemma for the pedagogy of Pakistan and its teacher education programs, teachers are doing the task in isolation.

Literature Review

Global Education is a window through, which content of the curriculum that related to what is happening around us and in the planet is viewed.³ The world and its bulk has been growing substantially in the previous three decades; new channels of knowledge, exploration of the hidden world, revolution in the field of technology by computer and internet and chasing of the unseen are the trends that forces the modern man to focus on global education and make it a part of the curriculum for better future. This concept of modernity and updating of the life style in global education are deemed to be part of the teacher education programs in K P and other provinces of Pakistan. The scope of global education is evident in the sense that it is considered as the most appealing process of education. It emphasizes on to train teachers about all kind of development and all controversial issues around the globe. Tye⁴ highly ghted the objectives of global education in the form of updating the

people about the holistic development of the world to facilitate them towards facing all challenges successfully. The query put by Merrifield⁵ needed a focus and to have full attention to know about the life style and culture of the people in other parts of the world. That question was apparently put before the American teachers but it could also be considered of paramount importance for the teacher's community of the rest of world. The aforesaid message meant to know about the sky high technological development, concerns and cultural scenarios of others and respect them for creating interfaith harmony among the nations and religions of the world and to make it a more sound and peaceful place and save it from all overlapping hazards. Gaudelli⁶, highlighted, "global education, a curriculum of high standard having international matters."⁷ The National Education Policy (2009) recommended global education for the understanding of the world and directed that an education system must be updated with issues and challenges of the world⁸. In Pakistan, due to lack of national spirit and commitment, a coherent national sermon on international issues is inevitable. Terrorism and extremism, a menace can be tackled properly only if participated positively in the world affairs by integrating and sharing global knowledge in the curricula of the teacher education programs on both provincial and national levels. The present wave of bloodshed, suicidal attacks and happenings like 9/11 could never be occurred if people in the world were updated and had awareness about global education in the real sense of the phrase.

The present study aims to help in integrating the basic concepts and knowledge about global education in all the programs for teacher education in general, and in the curricula of B.Ed in particular. Goals of the study included identification of global dimension and elements for including in the teacher education programs at B.Ed level of the sampled universities and to indicate the missing areas by coming up with suggestions and recommendations to be included in the B.Ed programs of the sampled universities.

Key questions of this research study are given as under:

1. What is the weightage of global knowledge in the curricula of B.Ed programs?
2. Which are the desired recommendations of the study for integrating global topics in the curricula of B.Ed programs?

Research Methodology

The study included 45 colleges of teacher education programs registered with Abdul Wali Khan University, Mardan and the University of Peshawar having B.Ed program. The numbers of teacher educators were 315. These teachers were taken from both private sector and public

sector. The private sector's teacher educators were 301 and 14 teacher educators were taken from the public sector colleges and department of the sampled universities respectively. Sample of the study consisted upon 24 teacher education colleges, out of which, 11 registered with Abdul Wali Khan University, Mardan and 11 with the University of Peshawar. Moreover, the departments of Education and Research (IER) of the Peshawar and (AWK) were also taken as a sample of the study. Another 4 teacher educators from each department were taken as sample to make it 104 in number. Tools of the study included Questionnaires addressed to teacher educators made the tools of the study. All the data were analyzed with the help of statistical methods. Pilot test was addressed to the key respondents to check the validity and reliability of the instruments.

Recommendations of the study included development of a strategy to promote global perspective in teacher education and a well-planned training program to bring about modifications in the selected curricula and behavioral change in the attitudes of teacher educators and prospective teachers.

Data Analysis

Table shows analysis of the data

S.#	Statements	Category	SDA	DA	UD	SA	A
1	The objectives of B.Ed Curricula are clear	Frequency	0	1	0	60	43
		Percentage	0	1	0	57.7	41.3
2	It did not promote peace.	Frequency	0	12	0	71	21
		Percentage	0	11.50	0	68.3	20.2
3	It did not promote human right	Frequency	1	7	1	60	35
		Percentage	1	6.7	1.10	57.7	33.6
4	It did not promote social justice.	Frequency	4	9	3	42	46
		Percentage	3.8	8.7	2.9	40.4	44.2
5	It promotes free expression of idea	Frequency	21	62	2	14	5
		Percentage	20.2	59.6	1.9	13.5	4.8
6	It did not promote the importance of environmental health of the world.	Frequency	0	35	3	50	16
		Percentage	0	33.7	2.9	48.1	15.4
7	It protects women's empowerment.	Frequency	0	9	3	54	38
		Percentage	0	8.7	2.9	51.9	36.5
8	It is not future oriented.	Frequency	0	40	4	34	26
		Percentage	0	38.5	3.8	32.7	25.0
9	It develops tolerance element	Frequency	3	57	4	33	7
		Percentage	2.9	57.9	3.8	31.7	6.7
10	It encourages	Frequency	31	50	12	7	4

	analytical approach	Percentage	29.8	48.1	11.50	6.8	3.8
	It encourages sharing	Frequency	1	41	1	35	26
11	of international knowledge	Percentage	1	39.4	1	33.7	25.0
	It encourages the use	Frequency	14	0	2	23	65
12	computer, multimedia and internet	Percentage	13.5	0	1.9	22.1	62.5
	It accepts the	Frequency	5	35	3	44	16
13	assumptions that humanity shares a common world.	Percentage	4.8	33.7	2.9	43.3	15.3
	It promotes	Frequency	15	63	2	22	2
14	awareness about sports events.	Percentage	14.4	60.0	1.9	21.2	1.9
	It promotes political	Frequency	6	57	1	36	4
15	awareness about the world.	Percentage	5.80	54.8	1.0	34.6	3.8
	It promotes	Frequency	8	26	8	49	13
16	technological awareness among the teachers	Percentage	7.7	25.0	7.7	47.1	12.5

Findings

- A sizable number 56(53.8%) of the Teacher educators reported that curricula of B.Ed did not promote political development
- A clear majority of 71(68.3%) of the respondents were of the views that it did not promote peace elements.
- A sizable number of 57 (54.8%) reported that the curricula did not promote environmental development.
- A shining majority 92 (88.5%) of the teachers educators were of the views that it did not promote peace elements.
- A sizable majority of 60 (57.7) indicated that it promotes human rights.
- A sizeable majority 84 (84.8%) of teacher educators indicated that it did not promote social justice.
- A clear majority 62 (59%.6) of teacher educators revealed that it did not promote free expression of ideas.
- A sizeable number of 66 (63.5%) of the teacher educators reported that it promotes environmental health of the world.
- A clear majority of 54 (51.9.4%) of the teacher educators were of the views that it protects empowerment of women.
- A majority of 40(38.5%) revealed that it is future oriented.

- A sizeable number of 50 (48.1%) of the teacher educators indicated that it did not encourage analytical approach.
- A vast majority of 57(55.9%) of the teacher educators held the views that it develops tolerance element.
- A clear majority of 41(39.4%) of the teacher educators have the views that it did not promote international knowledge.
- A sizable majority of 49 (47.1%) indicated that it promotes technological awareness.
- A vast majority of 65 (62.3%) of the teacher educators indicated that it did not promote the use of computer, multimedia and internet.

CONCLUSIONS

On the basis of above findings the following conclusions were drawn:

- Teachers opted that the objectives of B.Ed curricula are clear to them.
- The study concluded that except some introductory knowledge about computer basic applications, it did not have accesses towards democratic norms, monitory aspects of the world, ecological problems, world sports and other global trends
- It highlighted that different approaches about research, logical thinking and rational approach were lacking in the curricula.
- The curricula did not have concepts about vision of the advanced countries, futurology and contents on freedom of expression and idea.
- Holistic approach towards Personality development and other attributes that leads to promote international peace and harmony are lacking in the curricula.
- The word countries and communities are dependent on one another. There is no country to sail forward in isolation. Disputes and conflicts of the world are due to lack of focus on the importance of inter dependencies issues. Unfortunately, the curricula have very little to accommodate elements.
- Teaching learning process needs pollution free atmosphere in all respects. Unfortunately this aspect has also been ignored here and teachers were remained un-updated about global standards.
- Some other aspects that promote global learning on the part of teacher community like economy related problems and issues, political norms and models, demographic issues and problem, were found missing in the curricula of B.Ed program.
- It also ignores topics like ‘humanity is first, feelings of brotherhood, equality of men, peace, empowerment of women and prevailing

justice. Its parameters and knowledge about lifestyle have not been integrated in the curricula.

- Lastly, the study highlighted that the advanced countries had a big hand in disturbing the smooth democracies in the poor underdeveloped countries of the world as well as exploiting their resources and economy by their unlawful intervention. Unfortunately, the curricula of B.Ed level failed to give an exposure to the prospective teacher.

Discussion

The relevant that was reviewed in preceding paragraphs, was in response to the agitating questions that prompted the current study. The world community of educationalist, in general, and the professional in Pakistan, in particular, feel that the present unrest, violence, and conflicts among nations are owing to the absence of knowledge, understanding, awareness about cross cultures, their beliefs, tradition, economies and concerns, which have to be shared with the world community for developing international peace, harmony and understanding of their life styles. It is because the urbanities of the world living with different cultures cannot understand what the people of developing countries value and, therefore, they fail to plain their development. One way to reform the education of the developing countries by integrating in their curricula the concepts of global perspective through incorporation of such curricula in to teachers' education.

The review provided clues to the understanding of concept of global education, globalization and global citizenship. The dimension of global education, its importance and utility for promotion of peace, humanity and a consideration of love for all and hatred for none, were studied. The questions that always came to my mind were: why has there been so little contribution on the part of global citizenship towards world peace and harmony? What can teacher education programs in Pakistan do to promote global perspective, in the course of teacher education at B.Ed level?

The research studies reviewed in this chapter has given education of the different dimension and approaches to global education. However, there appears no indication about the concepts and construct and the manner in these studies in which they could be integrated into the general frame work and specific courses of the teacher education programs. The study has only highlighted indicators that have bearing o global education perspectives. Their importance has also been given, but some of those indicators which may be important in the context of developed countries have not much importance for the developing

countries have not much importance for the developing countries, like Pakistan.

Therefore the study has taken extreme care to use only those indicators that could collect relevant data for the solution of this problem, in Pakistan. The application of the given dimension also requires sincere approach to the mission put forward. For example, the issues of peace, humanitarian aids, respect for democracy in other countries that are for runners in the teaching of democratic principles, international peace and awareness of global cultures.

The education system of Pakistan has very little room for promoting global centered efforts. The result is evident, in that, the education system inherited the legacy of social and political fragmentation in sindhi, balochi, Punjabi, pathan, and muhajir communities, right from the beginning. Again the education system promotes estrangements to uniformity and innovative approaches for the reform. Having sown the seeds of divergent objectives, we are nursing hatred by infusing the complexes of superiority on one hand deprivation on the other. The present setup of education is distorted by the limitation imposed by local and foreign institutions and the prejudices rampant in the various strata, groups and sects of the society. There are sectarian tendencies that block constructive and global efforts for streamlining what is wrong. What we have religious and secular groups which are further subdivided on the basis of language, class distinction and social status. Consequently, we lag behind the developed nation in education, economy, science, and technology and development. There are problems that disturb world peace and efforts for international brotherhood. To the contrary what the international community documents for promoting global understanding is rarely implemented on their part. The frequently by the great nation, where the educationalists crave for international peace and harmony.

The present alarming situation offers a starting point for teacher educators to discuss issues of cultures, religion, inter-faith harmony and the menace of extremism equally with their students to deal with such issues and events long ignored. In the circumstances these advertises has very little to the peace loving educationists excepting to address these challenges by introducing and integrating global perspective in the field of teacher education through meaningful efforts of research and by recommendations to integrate such topics in courses that, at least, sensitize the prospective teacher to their importance for

Recommendations

The objectives of the B.Ed curricula should reflect the concepts of global education in the subjects of English and Pakistan Studies. It is

important to equip teachers globally updated and mould out a plan that could point necessary elements, topics in all the programs at B.Ed level for promoting global knowledge in all the programs of teacher education and a comprehensive strategy to bring a positive change in the behavior of all teachers.

Topics like peace, social justice, woman empowerment and universal brotherhood should be included in the programs for teacher education. Teaching learning process needs pollution free atmosphere in all respects. Unfortunately this aspect has also been ignored here to update teachers and their standards globally. The study recommended pollution free atmosphere for the promotion of global knowledge in the curricula. The study highlighted that different approaches about research, logical thinking and rational approach were lacking in the curricula. So it is recommended that teacher should be acquainted with such topics.

The curricula did not have concepts about vision of the advanced countries, futurology and contents on freedom of expression and idea. These concepts must be included to update teachers globally. Holistic approach towards Personality development and other attributes that leads to promote international peace and harmony are lacking in the curricula and the study craved for it.

The word countries and communities are dependent on one another. There is no country to sail forward in isolation. Disputes and conflicts of the world are due to lack of focus on the importance of inter dependencies issues. Unfortunately, the curricula have very little to accommodate such elements in teacher education programs. So, a proper mechanism for integrating such issues in the curricula of B.Ed level must be adopted.

The study highlighted that the advanced countries had a big hand in disturbing the smooth democracies in the poor underdeveloped countries of the world as well as exploiting their resources and economy by their unlawful intervention. Unfortunately, the curricula of B.Ed level failed to give an exposure to the prospective teacher. The study recommended it strongly.

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