

Teacher Preparedness for the Global Age:-The Imperative for Change

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ABSTRACT

The fast changing world today is dominated by the emergence of introduction of information and communication technologies, global markets, application of new knowledge, requirements of creative skills and changing nature of quality of work in all spheres of human endeavor. This is considered as new concept of learning. Easy access to Information, Integration of knowledge and availability of powerful multimedia learning tools, have already started shaping and strengthening educational institutions. These are the challenges raised by globalization to education especially to the teaching profession.

Teachers should be proactive towards these challenges of globalization. In order to cope with these impacts of globalization on Secondary school teachers, alternative directions are needed. Teachers need to select the most efficient ways to teach their pupils in the knowledge society.

This study is to find whether the secondary school teachers are trying to be proactive to develop the professional skills and competencies that are expected of them in a globalized world.

INTRODUCTION

We are now in the 21st century information and communication era, we have to evolve and adopt entirely, new radical and revolutionary approaches in education to equip ourselves to face the new challenges and grab the opportunities. Globalization has a multi-dimensional impact on the system of education. It has underlined the need for reforms in the educational system with particular reference to the wider utilization of information technology, giving productivity dimension to education. Globalization emphasizes on research and development activities to make changes in the educational system.

Education, now, should be geared to build up a qualified and creative workforce that can envision the future, which can adapt to new technologies and take part in the 'intelligence revolution'. Globalization is directly influencing the direction of our secondary/higher secondary educational systems and is heading in order to accommodate the rapidly changing economical climate. No country, least of all the poorest, can afford to remain isolated from the world economy. It is necessary to tackle the influence of globalization on education and how it is pushing back our educational system. The rate of poverty and unemployment will increase in large magnitudes if we fail to take proper reforms in our secondary/higher secondary educational system. To build a society of autonomous, productive, participative and committed citizens, will require radical shift which will inevitably involve restructuring education to address its challenges and problems. That is the way to ensure all people have access to the benefits of globalization.

Teaching in the era of globalization is a challenge to teachers and to education systems. Increased standardization of teaching-learning and global /local level competitions is the greater impact of Globalization.

Proactive is about being prepared and keeping the situation in control. It is about knowing what is going to happen and how. Instead of complaining or crying about them after occurrence of any crisis or problem, we should learn how to be proactive and develop a plan to successfully handle them before they occur. Teachers should be proactive towards this challenge of globalization. In order to cope with these impacts of globalization on teachers, alternative directions are needed. Teachers need to evolve the most effective ways to teach their pupils in the modern society. Therefore the researcher decided to study the proactive ness of secondary school teachers gearing themselves to cope with the demands of globalization on their teaching profession.

A review of the related literature describes about the influencing factors of effectiveness of schools and students learning, perceptions about globalization, national educational policies and globalization, social, cultural and economic effects of globalization, impact of globalization on teacher education, dimensions and phenomena of globalization, relation between higher education and globalization and characteristics of globalization etc.

A review of the related research studies have revealed that proper physical facilities, regular evaluation practices, teachers' positive attitude and high expectations from students, congenial school climate and good leadership had positive effect on student learning (Agrawal, Mamta, Jain, V.K. and Chandrasekhar, K. 2004); the students of highly effective schools are more adjusted to school than the students of average and low effective schools; students of high effective schools are involved more in school activities than the students of average and low effective schools (Ganihar N. Noorjehan 2005); teachers are the harbingers of change in the global economy and school teachers have a major role in shaping the attitude of the society towards all social and economic phenomena including that of globalization (Rajesh, Sindhu. P. Nair. 2009).

Various researches had been conducted on globalization in the recent years. All these studies have analyzed the scenario of globalizing world from different perspectives. After going through the sufficient related literature it had been found that very few studies have been done on globalization and no study has been done on pro-activity of teachers towards globalization. The present study is an effort in that direction.

Statement of the problem

Teacher preparedness for the global age:-The Imperative for Change

Aims of the study

The major aims of the study are the following:

- To find out the proactive ness of teachers in SSC, CBSE, ICSE and IGCSE secondary schools located in Mumbai regarding the challenges posed to teaching profession as a result of globalization;
- To compare the proactive ness of teachers in SSC, CBSE, ICSE and IGCSE secondary schools located in Mumbai regarding the challenges posed to teaching profession as a result of globalization

Objectives of the study

- To study the proactive ness of teachers in SSC, CBSE, ICSE and IGCSE secondary schools regarding the challenges posed to teaching profession due to globalization;
- To compare the proactive ness of teachers in SSC, CBSE, ICSE and IGCSE secondary schools located in Mumbai to cope with the challenges posed to teaching profession as a result of globalization;

Research question

To what extent are the teachers in SSC, CBSE, ICSE and IGCSE Secondary Schools located in Mumbai pro active to cope with the challenges posed to teaching profession as a result of globalization?

HYPOTHESIS OF THE STUDY

Ho1: There is no significant difference in the proactive ness of teachers in SSC, CBSE, ICSE and IGCSE secondary schools located in Mumbai regarding the challenges posed to teaching profession as a result of globalization.

RESEARCH DESIGN

The study was a descriptive survey of comparative type. The descriptive part of the study sought to study the proactive ness of the teachers regarding the challenges posed to teaching profession due to globalization. The comparative part of the study sought to compare the SSC, CBSE, ICSE and IGCSE secondary schools teachers with respect to their proactive ness of the challenges posed to teaching profession due to globalization to cope with them.

Participants

The researcher used stratified random sampling as the sampling technique. The strata consisted of the SSC, CBSE, ICSE and IGCSE Boards of Affiliation. From each Board, eleven schools were randomly selected and from the selected 44 schools, 118 teachers were drawn at random from SSC, CBSE, ICSE and IGCSE secondary schools located in Mumbai.

Table 1: showing the sample size of the present study

School Boards Sample size	→	SSC N=11	ICSE N=11	CBSE N=11	IGCSE N=11	Total
Number of teachers	↓	38	32	28	20	118

Instruments

For the present study, researcher used a self made tool, **Secondary School Teachers' Proactive ness Scale**

The respondents to the open ended questionnaire were the teachers of secondary schools of SSC, ICSE, CBSE and IGCSE.

The open ended questionnaire consisted of 24 questions related to professional development programs, present trends in teaching-learning process and evaluation techniques, using ICT in classrooms, guidance and counseling skills, social-personal values and modification of curriculum to bring it to global stand

ards, the expected infrastructure facilities, methods to bring personal and social values in students, remedial strategies. A few examples are given below:

1) Mention any 3 latest trends in teaching and learning process.

(i) _____ (ii) _____ (iii) _____

2) Mention the popular websites you visit and purposes of visiting those websites

(i) _____ (ii) _____ (iii) _____

The researcher got this tool validated from subject experts from B.Ed colleges and senior teachers from secondary schools. Ambiguous questions were discarded and for easy understanding, wordings of some questions were modified into simpler forms. The length of the questionnaire was also revised keeping in view, the time availability of Principals and teachers.

Scoring procedure

The respondents were expected to write minimum of three relevant answers for each question. The answers were carefully checked and each relevant answer was given one mark. No score was given for irrelevant answers. The maximum score for twenty four questions was 72.

MAJOR FINDINGS OF THE STUDY

a) Answering the Research Question

The research question reads: *To what extent are the teachers in SSC, CBSE, ICSE and IGCSE Secondary Schools located in Mumbai pro active to cope with the challenges posed to teaching profession as a result of globalization?*

The following table shows Percent Mean of Participants' proactive ness Scores across SSC, CBSE, ICSE and IGCSE Secondary school Boards:

Table 2: Percent Mean of Participants' proactive ness Scores

Proactive ness of Teachers					
School Boards	→	CBSE N=28	ICSE N=32	IGCSE N=20	SSC N=38
Questions for teachers	↓	%	%	%	%
purposes for which you are using MS-Word, MS-Excel MS-Power Point Internet , e-mail		84.52	83.33	85.00	57.89
Popular websites and purposes of visiting those websites		78.57	65.63	83.33	50.88
Name the research projects completed		0.00	7.29	23.33	14.04
Three latest trends in teaching and learning process		76.19	75.00	78.33	59.65
Three current practices in evaluation techniques.		69.05	58.33	56.67	61.40
Any accreditation processes for schools		13.10	10.42	3.33	3.51

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The purpose of Individualized guidance given by	40.48	32.29	41.67	42.98
Three tasks you have prepared as a guidance counselor	27.38	20.83	26.67	12.28
The courses that you have done in the recent three years	11.90	5.21	23.33	9.65
Name the scholarship/ competitive exams for which you have guided any student	36.90	28.13	20.00	35.96
Three institutions/ organizations that you have networked with	19.05	45.83	35.00	19.30
The strategies that you follow in order cater to students with different abilities	69.05	50.00	65.00	44.74
Any online course or in-service training that you have undergone to update yourself	42.86	27.08	35.00	23.68
What other subjects should be included in the present school curriculum to bring it to global standards?	66.67	45.83	55.00	39.47
What faculty training programs do you suggest for secondary school teachers to make them competent global teachers?	50.00	37.50	40.00	35.96
What infrastructural facilities are necessary in your schools to bring to global standards?	58.33	29.17	33.33	42.98
The provisions does your school have for teaching visually challenged and hearing impaired students	16.67	11.46	16.67	13.16
Any three ways\ methods to bring strong personal and social values in your students.	82.14	60.42	71.67	63.16
Any three ways of using information and communication technology to make teaching-learning effective	72.62	60.42	70.00	56.14
Any three methods of assessment which are objective & effective in large classrooms.	66.67	44.79	75.00	56.14
Any three remedial strategies that you apply for your students	78.57	31.25	61.67	51.75
The skills you are developing in your students in the school.	82.14	58.33	85.00	64.04
What are the different curricular practices followed in your institution that lead to academic effectiveness	72.62	45.83	70.00	52.63
Three teachings styles to match the learning styles of students adopted by you	71.43	47.92	73.33	46.49
PERCENT MEAN	53.621	40.92	51.180	39.911

Interpretation

The above table shows that the ICSE (41.0), CBSE (53.6), and IGCSE (51.3) teachers are moderately proactive to cope with the challenges posed by globalization. SSC (40.0) teachers are least proactive to the challenges of globalized world.

Testing of Hypotheses H01

The hypothesis reads as follows:

Ho1: *There is no significant difference in the proactiveness of teachers in SSC, CBSE, ICSE and IGCSE secondary schools located in Mumbai regarding the challenges posed to teaching profession as a result of globalization.*

The statistical technique used to test this hypothesis was ANOVA. The following tables present the inferential statistics:

Table 3: Analysis of Variance of Proactive ness of Participants across School Boards

Sources of variance	df	Sum of Squares SS	Mean Square MSS	F	LOS
Among means (Between Groups)	3	2244.37	748.12	4.59*	0.01 level
Within groups	114	18562.06	162.02		
Total	117	20806.44			

* Significant at 0.01 level

Table 'F' value, for $df = 3, 114$: 3.95

The obtained F is 4.59, which is more than the tabulated value of $F = 3.95$ at 0.01 level of significance. Therefore the **null hypothesis is not accepted** at 0.01 level.

Conclusion

There is significant difference at 0.01 level in the proactive ness of teachers in SSC, CBSE, ICSE and IGCSE Secondary school Boards located in Mumbai regarding the challenges posed to teaching profession as a result of globalization.

Test of Difference by use of t

Since the F-ratio does not indicate which pair of means differ significantly, the t-test has been used to determine which pair of means are significantly different.

Proactiveness of teachers in IGCSE and ICSE Secondary Schools

t - ratio is calculated to determine whether the pair of means of proactive ness of teachers in **IGCSE and ICSE** Secondary Schools are significantly different and the same is tabulated hereunder:

Table 4: Proactive ness of teachers in IGCSE and ICSE Secondary Schools

Group	N	df	Mean	SD	t-ratio	LOS	100 ω^2 est
IGCSE	20	(20+32-2) = 50	36.85	11.11	2.02*	0.05 level*	0.31
ICSE	32		29.47	15.12			

* Significant at 0.05 level

Tabulated 't' value, for $df = 50$: 1.68

Interpretation of t: The obtained $t = 2.02$ which is more than the tabulated value of $t = 1.68$ at 0.05 level of significance. Therefore the **null hypothesis is not accepted** at 0.05 level.

Conclusion

There is significant difference at 0.05 level in the proactive ness of teachers in **IGCSE and ICSE Secondary** Schools located in Mumbai regarding the challenges posed to teaching profession as a result of globalization.

Proactiveness of teachers in IGCSE and CBSE Secondary Schools

t - ratio is calculated to determine whether the pair of means of proactiveness of teachers in **IGCSE and CBSE** Secondary Schools are significantly different and the same is tabulated hereunder:

Table 5: Proactiveness of teachers in IGCSE and CBSE Secondary Schools

Group	N	df	Mean	SD	t-ratio	Tabulated 't' value, for $df = (50)$
IGCSE	20	(20+28-2) = 46	36.85	11.11	0.50	NS*
CBSE	28		38.61	13.02		

* Not significant

Interpretation of t

The obtained $t = 0.50$ which is less than the tabulated value of $t = 1.68$ at 0.05 level of significance. Therefore the **null hypothesis is accepted** at 0.05 level.

Conclusion

There is no significant difference in the proactiveness of teachers in **IGCSE and CBSE Secondary Schools** located in Mumbai regarding the challenges posed to teaching profession as a result of globalization.

Proactiveness of teachers in IGCSE and SSC Secondary Schools

t - ratio is calculated to determine whether the pair of means of proactiveness of teachers in **IGCSE and SSC Secondary Schools** are significantly different and the same is tabulated hereunder:

Table 6: Proactiveness of teachers in IGCSE and SSC Secondary Schools

Group	N	df	Mean	SD	t-ratio	Tabulated 't' value, for df = (56)	$100\omega^2$
IGCSE	20	(38+20-2) = 56	36.85	11.11	2.64*	2.39	0.87
SSC	38		28.76	11.07			

* Significant at 0.01 level

Interpretation of t

The obtained $t = 2.64$ which is more than the tabulated value of $t=2.39$ at 0.01 level of significance. Therefore the **null hypothesis is not accepted** at 0.01 level.

Conclusion

There is significant difference at 0.01 level in the proactiveness of teachers in **IGCSE and SSC Secondary Schools** located in Mumbai regarding the challenges posed to teaching profession as a result of globalization.

Proactiveness of teachers in ICSE and CBSE Secondary Schools

t - ratio is calculated to determine whether the pair of means of proactiveness of teachers in **ICSE and CBSE Secondary Schools** are significantly different and the same is tabulated hereunder:

Table 7: Proactiveness of teachers in ICSE and CBSE Secondary Schools

Group	N	df	Mean	SD	t-ratio	Tabulated 't' value, for df = (58)	$100\omega^2$
ICSE	32	(32+28-2) = 58	29.47	15.12	2.52*	2.39	0.67
CBSE	28		38.61	13.02			

* Significant at 0.01 level

Interpretation of t

The obtained $t = 2.52$ which is more than the tabulated value of $t=2.39$ at 0.01 level of significance. Therefore the **null hypothesis is not accepted** at 0.01 level.

Conclusion

There is significant difference at 0.01 level in the proactiveness of teachers in **ICSE and CBSE Secondary Schools** located in Mumbai regarding the challenges posed to teaching profession as a result of globalization.

Proactiveness of teachers in ICSE and SSC Secondary Schools

t - ratio is calculated to determine whether the pair of means of proactiveness of teachers in **ICSE and SSC Secondary Schools** are significantly different and the same is tabulated hereunder:

Table 8: Proactiveness of teachers in ICSE and SSC Secondary Schools

Group	N	df	Mean	SD	t-ratio	Tabulated 't' value, for df = (68)
ICSE	32	(32+38-2) = 68	29.47	15.12	0.22	NS*
SSC	38		28.76	11.07		

* Not significant

Interpretation of t

The obtained $t = 0.22$ which is less than the tabulated value of $t = 1.67$ at 0.05 level of significance. Therefore **the null hypothesis is accepted** at 0.05 level.

Conclusion

There is no significant difference in the proactive ness of teachers in **ICSE and SSC** Secondary Schools located in Mumbai regarding the challenges posed to teaching profession as a result of globalization

Proactive ness of teachers in CBSE and SSC Secondary Schools

t - Ratio is calculated to determine whether the pair of means of proactiveness of teachers in CBSE and SSC Secondary Schools is significantly different and the same is tabulated hereunder:

Table 9: Proactive ness of teachers in CBSE and SSC Secondary Schools

Group	N	df	Mean	SD	t-ratio	Tabulated 't' value, for df = (64)	$100\omega^2$
CBSE	28	(28+38-2) = 64	38.61	13.02	3.23*	2.39	1.56
SSC	38		28.76	11.07			
* Significant at 0.01 level							

Interpretation of t

The obtained $t = 3.23$ which is more than the tabulated value of $t = 2.39$ at 0.01 level of significance. Therefore the **null hypothesis is not accepted** at 0.01 level.

Conclusion

There is significant difference at 0.01 level in the proactive ness of teachers in CBSE and SSC Secondary Schools located in Mumbai regarding the challenges posed to teaching profession as a result of globalization.

Major findings

-There is **no significant difference** in the proactive ness of teachers in IGCSE and CBSE and ICSE and SSC secondary schools located in Mumbai regarding the challenges posed to teaching profession as a result of globalization. Hence, the null hypothesis was accepted.

-There is **significant difference at 0.05 level** in the proactive ness of teachers in IGCSE and ICSE secondary schools located in Mumbai regarding the challenges posed to teaching profession as a result of globalization. Hence, the null hypothesis was partly rejected at 0.05 level.

-There is **significant difference at 0.01 level** in the proactive ness of teachers in IGCSE and SSC, ICSE and CBSE and CBSE and SSC secondary schools located in Mumbai regarding the challenges posed to teaching profession as a result of globalization. Hence, the null hypothesis was partly rejected at 0.01 level.

DISCUSSION

The difference in the proactive ness of teachers perhaps may be due to following reasons:

In ICSE and SSC schools, the teachers training program currently aims at achieving two things:

-to help teachers understand the system and to help teachers teach their students.

The Principals of ICSE and SSC schools should encourage the teachers to participate in the faculty development programs to focus on teaching and developing research skills.

CBSE schools regularly updating the pedagogical skills of the teachers and administrators by conducting in service training programs, workshops etc. which are compulsory in their professional career.

Since IGCSE schools are functioning in global level, IGCSE teachers get full support including training, events, teaching and learning resources and membership of a global community. Classroom support and guidance given by CIE (Cambridge International Examination) help teachers and learners perform to their maximum ability.

SUGGESTIONS

- ❖ Staff development programs should be intensified and made pre requisite for promotions; performance appraisal should be made rigorous. The teachers should be sensitized to the need to upgrade themselves technologically and pedagogically which may improve the quality of teachers in secondary educational system to create students with global standards.
- ❖ Guidance and counseling cells, vocational guidance cells should be made mandatory in secondary schools. All teachers should adopt minimum five students to assist them in solving their personal, emotional and academic problems.
- ❖ The teachers of all the schools could create a webpage and share their experiences and practices.
- ❖ Teachers have to design effective pedagogical strategies and arrangements to help pupils to learn in the globalised world.

SUGGESTIONS FOR THE FURTHER STUDY

- 1) Research of this kind to be conducted on a larger sample involving more schools so as to encompass vernacular medium schools, and demographically diverse locations.
- 2) Research of this kind to be conducted on a larger sample involving more school Principals and authorities.
- 3) Research of this kind to be conducted not only across the Boards of Schools but across the higher educational institutes and States as well.
- 4) Research to evolve systems and procedures for benchmarking with international educational standards is the need of the hour.
- 5) Research of this kind to be conducted for higher educational faculties.

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