

**TEACHER EDUCATION IN THE AGE OF GLOBALIZATION**

**Shahida Parveen\***  
**Muhammad Iqbal Mattoo\*\***

**ABSTRACT**

*Education plays a vital role to overcome many challenges and to maintain peace in the globe. Global challenges that influence all areas of human life in the world are conditions that are naturally going on as the consequence of the rapid development of science and technology. It is impossible to avoid but have to be faced by using resources with high quality especially human resources. Teacher's quality is the keyword for insuring the quality of education. Qualified competent teachers will not be able to carry out their task professionally without the conditions that support their tasks. The present paper discusses the challenges of teacher education in the age of globalization. It also provides an overview of globalization and teacher education and changing context of teacher education in the global scenario.*

**Key Words:** Globalization, Teacher Education, Teacher

**Introduction**

Education is the most important factor which plays a leading role in human development. It promotes a productive and informed citizenry and creates opportunities for the socially and economically underprivileged sections of society. Numerous empirical studies conducted by social scientists have established a strong correlation between education and national development. The Jomtien Conference 1990, the report of the Jacques Delors Commission on Education for the Twenty-first Century, and the United Nation's Millennium Development Goals (MDGs), all attach utmost importance to education as an effective tool in reducing poverty by building a viable workforce capable of competing in an increasingly competitive and global economy. It is imperative that people in the developing countries have access to basic education, health and other relevant facilities. It is an acknowledged fact that universal literacy played a significant role in the phenomenal advancement of the United States and other western countries in almost every field of life. Similarly, countries like Japan, Korea, Singapore and Thailand had achieved near universal literacy before joining the coveted club of developed nations.

**Teacher Education**

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. It is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally. The globalization concept, if taken into account, would require that teachers and teaching should be recognized like all other professions and should require stringent training and acquisition of knowledge and

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\* Associate Professor, Faculty of Education, University of Kashmir

\*\* Research Scholar, Faculty of Education, University of Kashmir

skills and professional registration under a global council of unified teacher registration body to allow for easy mobility of teachers across national boundaries.

### **Globalization**

The term “globalization” means integration of economies and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and people. Cross border integration can have several dimensions – cultural, social, political and economic. Globalization has made economic life more competitive and demanding, making human expertise development more significant. Only as educated workforce equipped with modern skills can compete and benefit from exploiting the opportunities created by globalization.

Globalization is an economic phenomenon that brings the producers and consumers of different continents and regions into functional relationship through the free exchange of goods, services and capital. Three factors are mainly responsible for converging the world: first, the introduction of scientific and technological innovations in the field of communication has removed all the boundaries which earlier blocked the process of coming closer of the nations of the world. The second factor, which has brought radical changes for globalization, is the dismantling of the Eastern Bloc and the emergence of new regional economic blocs like the ASEAN, the EU and SAARC. The third is the dominance of an ideology of market-led regulation, initially applied to economic and financial exchanges, and now applied to a variety of other sectors of human activities including health and education.

Globalization is a catchphrase which has entered discussion in various fields and branches (Tikly 2001, 152; Gallagher 2005, 126). What follows is a critical review of contrasting perspectives on globalization as it relates to education. In each section, after these general considerations, concerns are narrowed down to the effects of globalization on education in relation to the teaching profession. Teacher identity will be explored in terms of the role of teachers in a given society and the way specific societies conceive of this identity and adopt criteria to judge teacher success and effectiveness. Given the ascendancy of the global economic model (Clayton 2004, 276), this discourse includes other agencies that are exerting or are attempting to exert their influence on teacher identities. Teacher education and its evolving nature cannot be isolated from teacher identity (Welmond 2002, 42), the way globalization is conceived of, and the role one assigns to teachers in relation to it, will definitely bear an influence on the manner in which teacher education is structured.

### **Need and Importance of Teacher Education**

The American Commission on Teacher Education rightly observes, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.” In his Call for Action for American Education in the 21st Century in 1996, Clinton indicated that, “Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training”. The need for teacher education is felt due to the following reasons:

1. It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a

positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are:

- a. The length of academic preparation,
- b. The level and quality of subject matter knowledge,
- c. The repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations,
- d. The degree of commitment to the profession,
- e. Sensitivity to contemporary issues and problems and
- f. The level of motivation.

This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.

2. Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.
3. People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fiemanb and Nemser, 2001).
4. The National Academy of Education Committee's Report (Darling-Hammond and Bransford, 2005) wrote that, "On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high stakes outcomes for student's future". To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning. In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the centre of their decision making.
5. Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice.
6. The Ministry of Education document - Challenge of Education. A Policy Perspective (1985) has mentioned, - Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes. Unless there are capable and committed teachers in service, the education system cannot become a suitable and potential instrument of national development. The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy,

sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programmes.

### **Globalization and teacher education**

The Delors report (UNESCO, 1996) sets out an agenda for the future which implies that significant changes are needed in pre-service teacher education programs if we are to select and prepare a new generation of teachers equipped with the knowledge, skills and values to help their culturally different and their socially disadvantaged students to learn, to resolve conflicts peacefully, to respect each other's dignity and cultures, and to become socially responsible citizens. What emerges from the research is that teacher education which follows the 'Do as I say, not do as I do model' has to be replaced by one which sees learning to teach as a deeply personal activity in which includes activities designed to develop sensitivity to cultures, languages and lives of children coming from different social and cultural groups, and which provides constant and significant support, working with cohort groups, and a systematic long-term message which provides guidance and direction for personal development. The direction and culture of educational research must also change if we are to reform educational policies, established practice, curricula and teaching materials in ways which facilitate intercultural learning and ameliorate the problems created by disadvantage and discrimination in education and society. For example, there is a great deal that we do not know about the impact of international and government policies what is happening in our multicultural schools and universities; about the content and processes of education in traditional and contemporary cultural contexts; about the conditions under which intercultural learning and conflicts are resolved peacefully in different settings; about how best to select, prepare and support teachers and communities to cope with the realities and contradictions created by shifts in population, technology and policy; about the effectiveness of different approaches to combating violence, racism, substance abuse and suicide in our schools and universities.

Another research agenda for the 21st century relates to the impact of different types of student and faculty exchange programs, citizenship education, interactive multimedia packages and the web on intercultural sensitivity and the conditions under which various types of learning experiences transfer into acceptance of difference and tolerance in one's own community, school or university. The globalization process requires the school to prepare students to play future social roles, and in particular for effective functioning in a modern democratic society, with special emphasis on effective functioning on the labour market. The point is to make them able to compete for a position with other potential candidates, not only from their own country, but from any country. According to Yang (2004) the school should equip students with suitable knowledge and skills that must be perceived as understanding the reality through personal experience and emotional reactions with the surrounding world of objects and specific situations. Such knowledge should be preceded by appropriately designed and organized learning process – learning that brings about substantial changes in the perspective of individual vision and perception of the world (O'Sullivan, 2008).

### **Challenges of Teacher Education in the Wake of Globalization**

#### **1. Research in Teacher Education**

Enhanced scope of Teacher education requires researches and studies to visualize scope of teacher education in the context of globalization. Research must respond to the area of policy issues, curriculum issues, evaluation systems, classroom practices, training strategies, value inculcation, school community

relationship, technology mediated education, quality in education, interactive education, Inclusive education, practice teaching school etc.

## **2. Competency based Curriculum**

The competency based curriculum represents an approach to instructions, which emphasize the application of the knowledge in a manner, which may be observe or measured. Competency based curriculum guides focus on a comprehensive view of each course of study, which is delineated into its essential components listing of most important objectives to be mastered and competencies which every student should be able to demonstrate often instruction is completed. Competency based lesson, which change the students in activities designed to apply learning with an increased emphasis on higher order thinking skills. Students are evaluated not only on knowledge, but also primarily on their ability to perform tasks associated with knowledge acquired.

## **3. Adaptability and Professionalism**

The standard of education will improve if all the teachers have global perspective, well prepared and provided with ongoing professional development and appropriate support. Teachers need to be adapted to the socio-economic and cultural diversities of the students in order to complete in the international sphere.

## **4. Quality Education**

Today we are now more interested in the quality in teacher education. High quality teacher education is one more challenge which is successes caters to the following conditions without any bias such as staff pattern as prescribed by NCTE, Infrastructure catering to the needs of teaching learning situations, effective technique assessment and effective learning outcome assessment.

## **5. The need to favour the development of skills long side knowledge**

The phenomenon of globalization as helped to widen the gap between those who globalized and those who are globalized of the process at the local, national, regional and International levels. Teaching to live together is synonymous with developing an understanding and appreciation of interdependence in spirit of respect for the value of pluralism, mutual understanding and peace.

## **6. Use of Integrated Technology**

A growing challenge in education is, establishing and implementing strategies to develop the skills and knowledge necessary for the teacher to essentially use technology as instruction tool. The extent to which teacher is prepared to infuse technology into curriculum and instruction is major contextual factor.

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## **Changing Context of Teacher Education in the Global Scenario**

Teacher education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times. Professionally, powerful teaching is very important and increasing in our contemporary society as a result of the steam of dynamic initiatives of human development and evolution, standards of learning would be higher in the 21st century than it has been in the 20<sup>th</sup> century. As a result teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21<sup>st</sup> century

school environment. Education has increasingly become important to success of both individuals and nations. Growing evidence demonstrates that, among all educational resources, teacher's abilities are especially critical contributors to student's learning and consequently the success of a nation to advance in its economic, social and political spheres (Darling-Hammond, 2006).

### **1. Dynamic teacher education and training in the 21st century globalised world**

For dynamic teacher education and training in the 21st century globalised world, teacher education and training institutions must design programmes that would help prospective teachers to know and understand deeply; a wide array of things about teaching and learning and in their social and cultural contexts. Furthermore, they must be able to enact these understandings in complex classroom situation serving increasingly diverse students. If the 21st century teacher is to succeed at this task, teacher education and training institutions must further design programmes that transform the kinds of settings in which both the novices and the experienced teachers teach and become competent teachers. This signifies that the enterprise of teacher education and training must venture out further and further and engage even more closely with schools in a mutual transformation agenda with all the struggles involved. Importantly, the teacher education and training institutions must take up the charge of educating policy makers and the general public about what it actually takes to teach effectively both in terms of knowledge and skills that are needed and in terms of the school contexts that must be created to allow teachers to develop and use what they know on behalf of their students (Fullan, 1993).

### **2. Structure of a Globalised Teacher Education and Training Curricula**

Throughout the world, reform and innovation initiatives by nations have triggered much discussion about the structures of 18 teacher education and training programmes (Hébert, et al., 2001) and certification categories into which programmes presumably fit. Building stronger models of teacher preparation in the 21st century would require adequate and progressive knowledge content for teaching as well as knowledge content for the subjects that the teacher would be required to teach. In this respect, the - what of teacher education and training should be the focus of the curriculum.

### **Conclusion**

Globalization is a term used to describe the changes in societies and world economy that are result of dramatically increased trade and cultural exchange. Globalization is today a trend, not just in economics, commercial and technological fields, but also in education. Globalization indicates "Inter connectivity of Technologies". These technologies have rapidly made the world a "Global Village". No county 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 national development. So this age of knowledge has great impact on education. Teacher education is the brain of all educational disciplines as it delivers education to train the prospective teachers. It is also the mother of all professions. Like all other professions, globalization is also affecting teacher education.

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