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Abstract

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. In other words "The total education system of the world under one roof" it requires the unification of teaching curriculum, methodology and up gradation of knowledge and system to remain in the context for efficiency and effectiveness by which transformation of knowledge in justified manner to attain the goals of life.

This qualitative study is an attempt to describe the concepts of an education, teacher education, in the context of globalization. Globalization has containing both opportunities and threats for national development. This paper challenges the determinants of educational policy and argues that any country will need to develop its own national approach to modernizing education in light of the global context.

This paper considers the global transformations require that people develop new skills, new experiences, new knowledge and schools have an important role in this sense. The role of the teachers and the way they should teach in this new high-tech global economy, people are learning in new ways for new purposes and schools and teachers should adapt themselves for this new reality and rearrange their skills, achievements and previous experiences to adapt themselves to new opportunities.

Keywords:

Globalization, International influence, Teachers Education, development.

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Introduction

The forces and characteristics of globalization dynamics have end of traditional boundaries among nations, regions and ethnic divides. Suddenly the whole world had become a global village. Globalization in historical context has a longer origin than most people are prepared to acknowledge. The two trends in the 1980s and 1990s influenced educational policies all over the World. The first was the appearance of a new set of economic conditions associated with significant increases in the global competition faced by previously relatively well-protected national economies. The directions of these reforms vary, from the widespread development of curriculum and content standards and assessment in the formulation of generic teaching standards by the state education systems in the World. The outcomes of this trend varied and were, of course, partly political. In education, the changes brought on by globalization have been manifested through various channels and mechanisms as reforms of structures, modes of financing, administration and curriculum. In several countries, they were expressed in the adoption of neo-liberal economic policies; they led to attempts to cut public expenditure, and to maximize the economic benefits of educational spending by increasing its efficiency and directing its goals to economic rather than social or cultural ends.

The second and more specific trend was a series of fundamental educational reforms; of which changes in the structure and content of teacher education were usually a part. The rigidity and control of teacher education reform policies playing into the hegemonic ideology of globalization might also be a way to create an illusion of organization and certainty in a world that is becoming more uncertain as boundaries open up and disappear. Major international bodies such as World Bank, IMF, OECD, UNESCO, GAAT and so forth provided loans and donors for consolidation of human rights. These bodies systematically impose procedures based on their expectations so that their loans and donors are linked to structural changes in different civic and democratic implementations and conditions and conveyed in a participatory manner that include, for instance, the developing the role of civil society in developing countries. These international institutions place political and economic programs which appear to exit their own right and

expectations and play a role in maintaining or altering those conditions. They exert their influence through stipulating that financial assistance to nation states is conditional upon the dismantling of trade barriers and of their entry into a global system of free markets, which again limits the ability of nation states to firewall their economies. The combination of these forces heavily conditions many nation state activities. 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 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. 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. Minister of Education stated that *"Our survival as a race in this atomic age will depend on our ability to initiate and our competence to implement bold schemes of political economic and educational advancement"*

Kothari commission said that "all the different factors which influence the quality of education and its contribution to national development, the quality, the competence and character of teachers are undoubtedly the most significant". Therefore, there should be a sufficient supply of intelligent and sincere persons to the teaching profession with the best professional education and satisfactory conditions for their work. Therefore, a sound program of professional education of school and college teacher is essential for the qualitative improvement of education. Investment in teacher education can bring rich dividends, because the financial resources required are small when measured against the resulting improvement in the education of the millions of the boys and girls.

In the 1960's, educational policies along with other aspects of National life were blighted by national conflicts, therefore, setting the country backwards educationally.

This historical review has pointed to the fact that, even though globalization became a universal concept in the 1990's. Many countries

had consistently fashioned its educational policies to make the country relevant to developed economies and subsequently through education, integrate it into the global economy.

International Influences

Major international development such as wars and world economic crises, patterns of influence with foreign states and multinational organizations assistance and pressures have heavily influenced globalization of education. Teacher education programs should exhibit a positive approach in building up the knowledge base, in fostering innovative and interactive transactions strategies and in broadening continuous and comprehensive evaluation. All these add to build the profile of teachers full of confidence in them and in the big, wide and competitive world. They would exhibit a perfect blend of professionalism and value enshrined personality, aiming for professional growth and employability in a global prospective. In this context, the educational innovations are examined under the following headings:

Educational System and Globalization

Globalization should ideally be seen as a phenomenon demanding for widespread systemic changes in education .Globalization symbolizes a paradigm shift involving the re-thinking of beliefs and structures in traditional consciousness. It symbolized a shift from mono-cultural approach to education to multi-cultural approach with attendant implication for changes in school curriculum and attendant practices.

The goals stipulates that learning needs of all young people and adults are to be met through equal access to appropriate learning and life skill programs hence the emphasize education. System is committed to the promotion of science and technology, and given the National Policy on Education (NPE) declaration that ‘a greater proportion of education expenditure shall continue to be devoted on Education at the federal and state levels and at secondary and tertiary levels. Apart from equipping the learners with skills, it was also an attempt to achieve the developmental goals in the area of poverty reduction. Diversified curriculum structure the youth could be adequately equipped for employment particularly in

the rural areas. The structural imbalance in the education is evident in the NPE implementation document on the transition rate of student at the end of the junior secondary School and Senior Secondary Schools (SSS).

The Information, Communication & Technology revolution (ICT) has enormous implications for school curriculum planning and implementation. The revolution in knowledge production, distribution and management perhaps implies the death of the traditional curriculum. School curriculum contains the contemporary complexity and vibrancy of ICT. The paradigm shift which globalization with its attendant post modernist tendencies in education entails in education may necessitate the emergence of curriculum models and education policies which emphasize interdisciplinary courses open ended systems, Socratic dialogue, multidimensional assessment and multiculturalism.

In an era of globalization, it appears 'change' seems to become a permanent future of human civilization. Thus, the cultivation of a permanent learning attitude and disposition becomes a major mission of schools all over the world. It implies schools must promote higher order and divergent thinking among school pupils. Regrettably, most school systems especially those of developing societies currently operate close-ended educational systems which are only good for the attainment of obsolete behavioral objectives that pre-determined outcomes and foster lower-order thinking processes. Open-ended educational systems however foster divergent thinking, authentic reasoning and self-directed exploration of topics and issues associated with inter disciplinary contents. The skills and competencies needed for survival in an era of globalization perhaps call for the adoption of more innovative approaches to education. Embedded in such innovative approaches are features such as effective use of Technology in teaching, reflective intergenerational dialogue, performance-based learning activities and other inter professional interactive and collaborative approaches to delivery of school instructions, There are vital skills and competencies that schools must teach which existing close-ended educational systems appear ill equipped to handle. Hence the adoption of an open-ended educational system, which will be provided by ICT, Most societies perhaps need innovative approaches to animate and support learning activities that will entail deep understanding and adaptation of

knowledge in various context and problems situations. This is necessary if schools are to adequately prepare pupils for a life-long reality of problem-solving, knowledge adaptation and constant adjustment to changes. The thinking curriculum is example of such innovative curriculum evolving from the realization that effective thinking and problem-solving are essential survival skills in the changing culture of globalization. This is so as the effective citizen of the globalized 'world' must always be an effective 'Thinker' and Problem solver. Information technology have the potential to widen access to learning opportunities, and to improve the quality of education, but constraints and obstacles to its use include poverty, low level of access to computer and lack of ICT specialists computer literacy into schools because if ICT programs expand students will be prepared for a life long reality of problem solving knowledge adaptation and constant adjustment to changes.

Teacher Education and Globalization

In any educational system, the teacher performs a significant function of perpetuating society's heritage and energizing human resources towards social progress. The level of a nation's education can not rise far above the quality of the teacher of that nation. This therefore, makes the preparation and selection of teachers a significant social concern. There is a need to review and transform both the professional preparation of teachers and their in-service training. There is little doubt that likes all developing countries, educational particularly in its quest to achieve education for all by 2020. Undoubtedly, teachers lie at the heart of this educational crisis because only the teachers who posses the necessary technical competence and professional skills through a well coordinated teachers education program that can rise to meet the challenges of the crisis.

The Education commission recommended the introduction of "a sound program of professional education of teachers". It further remarked that investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. As a teacher tries to teach in the way in which he himself was taught by his favorite teachers, this tends to perpetuate the traditional

methods of teaching. Such an attitude becomes an obstacle in progress in a situation like the present when new and dynamic methods of instruction are needed. This situation can be modified only by effective professional education which will initiate the teacher to the needed revolution in teaching and lay the foundations for his future professional growth.

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 fair ways. The development of personality traits and cultivation of skills required for effective management is be achieved through theory, practice and effective monitoring.

The focus of teachers training should depart from the traditional method of professional teacher educational program which thus far has not produced the desired quality and professionalism. 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. Lastly, he/she goes through a supervised teaching practice which is referred to as apprentice. This system has not produced the desired result for a Transformative educational system in a globalized world, innovation required for both for teacher pre-service preparation and teacher in-service training. It is for this reason, the school-based teacher professional preparation and development is advocated. This enables schools and teachers to play a much larger role in teacher's professional development. This will eventually make the schools be the first to reap the benefits of generation of good new 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.

Educational Policies and Globalization

It is important to note here that a preponderant majority of candidates fail external examinations yearly. It is either something is wrong with the curriculum or the assessment procedures in both internal and external examinations. The proportion of candidates who sit for the Examination and qualify for admission into tertiary institutions is very low. This poor performance could either be as a reason of curriculum overload or unrealistic poor assessment procedures. The adoption of curricula innovations in education must necessarily involve corresponding innovations and changes in educational practices and policies. Despite huge investment on education as reflected in the budget allocations of many countries, there seems to be widespread dissatisfaction with educational systems among major stakeholders. Perhaps efforts to reform and reposition education to meet the challenges of globalization era have not been yielding the requisite results, largely because enough attention has not been given to the roles and instrumentality of educational assessment in initiating and sustaining educational reforms. Perhaps most examination bodies should realize that their societies may not be getting value for the money spent on yearly increases in the quality of formalized testing. One should perhaps begin to ask some fundamental questions about the relevance of education programs and the appropriateness of existing traditional assessment methods. It must be acknowledged that traditional methods of pencil and paper seem to have failed in most societies to assess significant learning outcomes. Apart from this failure, adherence to traditional assessment strategies by examination bodies in contemporary era may thereby continue to undermine educational reform and the bid to reposition schools to meet existential challenges of globalized

societies. Perhaps, it should be stated clearly that traditional standard test routed in the purely thematic curriculum is no longer adequate in assessing higher order thinking. The momentum of widespread educational reform is a challenge that educators cannot ignore to too long. Examination bodies world over should perhaps exhibit more concrete awareness of this momentum for change. A positive step in this direction perhaps is the need to explore the use of innovative assessment procedures. The primary goals of authentic assessment which appear with the educational needs of contemporary globalized era are:

- To develop the learner’s cognitive strategies for self-monitoring of progress.
- To foster the learner’s ability for higher-order thinking skills.
- To measure the progress against learner’s own development, not the norm, and
- To provide more accurate evidence of a learner’s abilities than traditional tests

However, it must be stated that necessary curriculum changes must precede the adoption of alternative or authentic assessment. Authentic assessment measures ensure multiple approaches to measuring learning through multiple observations and many different types of observable evidence within a specific context. The emphasis of education in globalized societies is to create a culture that is learning friendly. Most societies must set up cooperative learning environment wherein all resources in the community are made learning-friendly. Corresponding innovations in educational assessment should also be learners-friendly and performance focused. The movement away from traditional assessment procedures and the adoption of alternative assessments variously called authentic assessment or performance assessments which are in a wide variety of forms – such as computer simulations, open-ended questions, demonstrations, exhibits, writing in many disciplines and portfolios of student work overtime. All these are due to a globalized necessity for more meaningful assessment policies that will more accurately capture the vital learning outcomes that students must achieve in order to survive and achieve success in contemporary societies. Computer Technology is so prevalent in globalized life that educational assessment must also adopt a prevalent use of computer technology. It should perhaps be impossible for any

citizen of globalized world to acquire basic education without adequate proficiency in the use of computer technology. It is perhaps the duty of examination bodies, especially in developing countries.

Educational Financing and Globalization

The National Policy on Education recognizes education as an expensive social service that requires adequate financial provision for the successful implementation of the educational programs. Government's ultimate goal is to make education free at all levels although the financial burden appears overwhelming. Financing education is, therefore, a joint responsibility of the federal, state, local governments, local communities, individuals, the private sector and other organizations. The limited resources of the government to fund education at all levels have made government to solicit education at private sectors as education providers. This is based on the belief that private participation in Education is a way of providing variety and allowing for healthy competition, it is also based on government's belief in cost sharing for the funding of education, but with the provision that like government private providers should not run private schools essentially for monetary gain but as a social service. Obviously, there is acute scarcity of financial resources which is more extreme in the developing countries to provide teachers, pay salaries, infrastructures and instructional materials and observation shown that this has negatively affected quality. The community, parents and teachers has been encouraged in funding of education. Many communities are involved in self-help project and community partnership in educational funding.

Conclusion

Teaching is a profession, which requires expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study. It also calls for a sense of personal and corporate commitment to the education and welfare of the students. A teacher has many roles to perform. Identification and standardization of these roles is helpful in evolving a teaching portfolio. Roles of a teacher are not static but dynamic as these continue changing as per the demands of the

society. Various policies also limit or extend the scope of these roles. World is positive about its potential for economic and political progress in the 21st century, The trends and characteristics of globalization perhaps call 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 able to participate effectively in the contemporary 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. The current state schools on Information and Communication Technology (ICT) should be improved as a priority and national emergency. Teacher education policies and practices also need a fundamental overhaul in order to ensure that modern teachers are produced from Teacher Training Institutions. Computer training 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. Motivation and productivity among teachers will disappear in a school system that does not anchor teachers' promotion on the performance of individual teachers. Ministry of Education in countries need to radically change their teachers' promotion policy if they sincerely interested in keeping a teaching manpower with high morale for a globalized society that is perennially on the move for positive changes. Educational system will not be modernized until the whole system of teacher training is drastically overhauled, intellectually richer, and more challenging.

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