

TEACHERS' PERCEPTIONS ABOUT TEACHER EDUCATION PROGRAM IN PAKISTAN IN PERSPECTIVE OF GLOBAL EDUCATION

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Abstract

A descriptive research was carried out in order to pinpoint aspects related to the global viewpoint in teacher education and offer potential recommendations for enhancement. It is imperative that educators receive training on global concerns since they are essential to the development of a society. Finding global components in Abdul Wali Khan University's English B Ed courses was the study's main goal. The population was made up of all instructors at Abdul Wali Khan University and its associated institutions who taught at the B Ed level. Thirty-six teachers were chosen at random to make up the sample. In order to evaluate and tabulate the data, descriptive statistical methods were used. Teachers were found to be adequately aware of the goals of the BEd level courses. Though its usage is not encouraged, the curricula included principles of using the Internet, multimedia, and other information technology tools in the teaching and learning process. Women's rights, gender equality, and social justice were not included in the conceptual framework of the selected subject's curriculum. It was observed that the courses failed to foster pupils' critical thinking skills. It was suggested that curriculum planners make sure that their curricula don't include any content that emphasizes blind trust in the past. Instead, teachers should help pupils build a realistic and analytical perspective based on logic, reason, and rationality. The use of electronic media, the internet, and other recently released educational applications must be taught to aspiring teachers. Integrating these into the curriculum will surely help society become more aware of global education and prepare for the challenges of the modern world.

Key Words: *Teacher education, Global perspective, Teacher course curriculum*

Introduction

Zeichner Payne and Brayko (2015) assert that teacher education includes learning about the reality of the classroom and modifying teaching methods to influence teachers' behavior. According to Mohan, R. (2019), there is a continuous discussion in teacher education about the best ways to enhance teaching methods.

For a long time, education has been undergoing a transformation. Every country's educational system has undergone modernization and globalization in the twenty-first century, with new trends being introduced periodically (Tromp & Datzberger, 2021). As a result, educators are supposed to become "global players," travel the world to acquire information, skills, and critical and creative thinking, and operate in a multicultural setting. Given this situation, it felt important to

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acknowledge how they prepared pupils for upcoming difficulties. When she showed that the ability of current teachers and Teacher Education Programs needed a massive reshuffling, Beauchamp (2015) brought attention to this important component of globally conscious teaching.

Objectives of the Study

- To find instances of global features in Abdul Wali Khan University's English B Ed courses.
- The objective is to identify the deficiencies in Abdul Wali Khan University's B Ed programs and discuss potential corrective measures.

Research Questions

- What is global education and how does teacher education stand right now at the B Ed level?
- What are the gaps in the B Ed curriculum that need to be filled in terms of the global perspective on education?

REVIEW OF THE LITERATURE

Global education was envisioned by Burnouf (2004) as curriculum that were in line with worldwide standards, taking into account all global events and challenges, and equipping students everywhere to fulfill their intellectual and humanistic roles in the global context. According to Scheunpflug and Asbrand (2006) research, the foundation of the global education notion was the way that individuals taught and promoted exposure to people from all over the world. This considered its applicability throughout the whole curriculum rather than being limited to a single level of the curriculum. The phrase was used all over the world to refer to the academic discipline that focuses on teaching and learning about global events, topics, and viewpoints. Fuller and Stevenson (2019) found that global education was one of the most effective ways to prepare teachers to meet the evolving needs of education. In order to produce global citizens, his study emphasized the necessity and significance of global education (O'Connor & Zeichner, 2016).

According to Tye (2003), the development of global systems acknowledges and takes into account worries about linguistic, ideological, social, and economic aspects, which raises the need of education for the general public. According to Standish (2014), global education is a perspective map that illustrates how the process of globalization has affected the international education system. Through an analysis of globalization studies and other relevant articles, the viewpoint map is produced. The study warned of the dangers that globalization poses to national educational systems' independence. It appears to be a contentious approach to the idea of a global viewpoint in the classroom.

Andreotti (2009) asserts that as a result of the integration of markets, nations, and technology, the globe was able to learn about global events more quickly, thoroughly, and affordably than in the past. Due to this part of the globalization process, instructors now have a greater responsibility to actively transmit global information, skills, and culture. According to Mundy, Green, Lingard and Verger (2016), a multifaceted approach to global knowledge helped pupils become more motivated and equipped to handle obstacles in the real world. Global dynamics, cross-cultural awareness, viewpoint consciousness, state-of-the-planet awareness, and human choice awareness were among them.

The study is important and practically necessary because it will raise awareness of global education and teacher education among all parties involved in education, in general, and teacher educators in particular. Additionally, it will enhance KP, Pakistan's teacher education programs and educational practices. Teachers in colleges and institutes of teacher education, principals, curriculum planners, and educational administrators would all benefit from the study's findings, which would help shape public education policy.

METHODOLOGY

This descriptive research aims to analyze the current one-and-a-half-year Teacher Education curriculum at Abdul Wali Khan University's B. Ed. level. This was carried out in light of the curricular materials covered in the English course at the B Ed level. All of the instructors at Abdul Wali Khan University and its associated institutions who taught at the B Ed level made up the population. There were 96 people in the research overall. The method of random sampling was applied. Seventy seven instructors who are currently teaching English at the B Ed level made up the study's sample.

Result and Discussion

Table 1: Global knowledge was not included in the objectives.

	Frequency	Percent
Strongly Disagree	-	-
Disagree	32	30.8
Undecided	3	2.89
Agree	55	52.8
Strongly Agree	14	13.5
Total	104	100.0

According to the statistics in Table 1, 69 (66.3%) of the 104 respondents said that they "Agreed" or "Strongly Agreed" with the statement that the goals of B Ed courses included information from across the world. 32 people (30.8%) said they "disagreed," while only 3 people (2.9%) said they were "undecided."

Table 2: The course contents comply with the curriculum's aims and objectives.

	Frequency	Percent
Strongly Disagree	41	39
Disagree	56	53.9
Undecided	2	1.9
Agree	4	3.8
Strongly Agree	1	1.0
Total	104	100.0

Table 2's results showed that, of the 104 respondents, 41 (39.4%) "Disagreed" with the assertion that the material aligned with the curricula's goals and objectives, while 56 (53.9%) strongly disagreed. Two more (1.9%) respondents remained "Undecided." Just one (1.0%) respondent "Strongly Agreed" with the statement, while four (3.8%) respondents "Agreed."

Table 3: The B Ed courses do not offer a comprehensive analysis of the reasons behind sectarian divisions.

	Frequency	Percent
Strongly Disagree	7	6.7
Disagree	29	27.9
Undecided	5	4.8
Agree	46	44.2
Strongly Agree	17	16.4
Total	104	100.0

According to the data in Table 3, of the 104 respondents, 7 (6.7%) "Strongly Disagreed" with the statement that the institutes' B Ed curricula offered a synoptic and contentious perspective on the reasons behind sectarian differences, while 29 (27.9%) "Disagreed." Of the respondents, five (4.8%) were still "Undecided," forty-six (44.2%) "Agreed," and seventeen (16.4%) "Strongly Agreed" with the statement.

Table 4: The B Ed curriculum offer a contentious perspective on the reasons for racial disparities.

	Frequency	Percent
Strongly Disagree	14	13.5
Disagree	47	45.1
Undecided	2	1.9
Agree	27	26.0
Strongly Agree	14	13.5
Total	104	100.0

Table 4's analysis of the data showed that 14 (13.5%) of the 104 respondents "Strongly Disagreed" with the assertion that the B Ed curriculum offered a contentious and synoptic picture of the reasons behind racial inequalities. There were also a significant number of respondents who "Disagreed," with 47 (45.1%) and 2 (1.9%) remaining "Undecided." Of these, 14 (13.5%) respondents "Strongly Agreed" with the statement, while 27 (26.0%) respondents "Agreed."

Table 5: The B Ed programs offer a condensed and contentious perspective on the reasons behind language variances.

	Frequency	Percent
Strongly Disagree	15	14.4
Disagree	49	47.1
Undecided	6	5.8
Agree	23	22.1
Strongly Agree	11	10.6
Total	104	100.0

According to the statistics in Table 5, of the 104 respondents, 15 (14.4%) "strongly disagreed" with the assertion that the B Ed curriculum offered a synoptic and contentious perspective of the reasons for language variations, while 49 (47.1%) "disagreed." An further 6 (5.8%) respondents said they were "Undecided," 23 (22.1%) said they "Agreed," and the remaining 11 (10.6%) said they "Strongly Agreed."

Table 6: The belief that global conflicts and disagreements arise from a failure to consider dependence is promoted by B Ed curriculum.

	Frequency	Percent
Strongly Disagree	2	1.9
Disagree	39	37.5
Undecided	5	4.8
Agree	33	31.8
Strongly Agree	25	24.0
Total	104	100.0

According to the data analysis in Table 6, of the 104 respondents, 2 (1.9%) "Strongly Agreed" and 39 (37.5%) "Disagreed" with the statement that BEd curricula promote the notion that wars and disagreements throughout the world appear to be caused by a failure to conceive in terms of reliance. Five additional (4.8%) respondents said they were "Undecided." Nonetheless, 24 (24.0%) "Strongly Agreed" with the assertion, while 33 (31.8%) agreed.

Table 7: The B Ed courses lacked sufficient components to advance democracy.

	Frequency	Percent
Strongly Disagree	-	-
Disagree	31	29.8
Undecided	4	3.8
Agree	52	50.0
Strongly Agree	17	16.4
Total	104	100.0

According to the statistics in Table 7, of the 104 respondents, 31 (29.8%) "Disagreed" and 4 (3.8%) remained "Undecided" with the statement that the BEd curriculum sufficiently included components to support democracy. 52 more respondents (50.0%) "Agreed," while the remaining 17 (16.4%) "Strongly Agreed" with the statement.

Table 8: The B Ed courses lacked sufficient components to advance gender equality.

	Frequency	Percent
Strongly Disagree	1	1.0
Disagree	12	11.5
Undecided	1	1.0
Agree	67	64.4
Strongly Agree	23	22.1
Total	104	100.0

According to the statistics in Table 8, of the 104 respondents, only 1 (1.0%) "Strongly Disagreed" and 12 (11.5%) "Disagreed" with the statement that the B Ed curriculum sufficiently included aspects to advance gender equality. Of the respondents, just one (1.0%) remained "Undecided." 23 (22.1%) people "Strongly Agreed" with the statement, while 67 (64.4%) people "Agreed."

Table 9: Social justice was not promoted by the B Ed courses.

	Frequency	Percent
Strongly Disagree	4	3.8
Disagree	9	8.7
Undecided	3	2.9
Agree	42	40.4
Strongly Agree	46	44.2
Total	104	100.0

According to the results in Table 9, 88 (84.6%) of the 104 respondents, or the great majority, "Agreed" or "Strongly Agreed" with the assertion that the BEd curriculum supported social justice. Only three (2.9%) of the respondents said they were "Undecided." However, 13 respondents, or 12.5%, disagreed with the assertion.

Table 10: Freedom of speech is promoted in B Ed courses.

	Frequency	Percent
Strongly Disagree	19	18.3
Disagree	58	55.8
Undecided	3	2.9
Agree	17	17.3
Strongly Agree	7	6.7
Total	104	100.0

Table 10's results suggested that 19 respondents (18.3%) were "Strongly Disagreed," 58 respondents (55.7%) were "Disagreed," and 3 respondents (2.9%) were "Undecided" about the assertion that it supported freedom of expression. Seven respondents (6.7%) were found to "Strongly Agree" with the statement, while a clear majority of 17 (16.3%) "Agreed."

Table 11: The B Ed curriculum promote critical thinking.

	Frequency	Percent
Strongly Disagree	31	29.8
Disagree	50	48.1
Undecided	12	11.5
Agree	7	6.8
Strongly Agree	4	3.8
Total	104	100.0

The data in Table 11 showed that the B Ed courses promoted an analytical mindset. Thirteen (29.8%) respondents strongly disagreed with the statement that the B Ed curriculum promoted an analytical approach, fifty (48.1%) respondents disagreed, and twelve (11.5%) respondents were undecided. Only seven respondents (6.8%) said that they "Agreed" with the statement, while the remaining four (3.8%) indicated that they "strongly Agreed."

Table 12: Computer, multimedia, and Internet use are encouraged in B Ed courses.

	Frequency	Percent
Strongly Disagree	14	13.5
Disagree	-	-
Undecided	2	1.9
Agree	23	22.1
Strongly Agree	65	62.5
Total	104	100.0

According to the data in Table 12, computer, multimedia, and internet use were encouraged in B Ed curriculum. It was determined that, out of 104 respondents, 14 (13.5%) "Disagreed" and 2 (1.9%) "Undecided" with the B Ed curriculum. A sizable portion of respondents, 65 (62.5%), "Strongly Agreed" with the statement, while 23 (22.1%) "Agreed."

Findings

1. It was discovered that private college instructors were completely aware of the goals of the B Ed level programs.
2. The teaching-learning process was integrated into the curricula through the use of multimedia, the Internet, and other information technology resources. They did not, however, raise awareness of global environmental and technical problems. Furthermore, knowledge of multiculturalism, global culture, and intercultural sensitivity was not developed by the topics covered.
3. Social justice, gender equality, and women's rights in society were not included in the conceptual framework of the selected subject's curriculum.
4. The study discovered that while a research mindset, critical thinking skills, and an analytical approach were helpful for problem-solving techniques, they were absent from the courses that may have otherwise raised awareness of global education. Additionally, it was inflexible enough to ignore emerging trends and concerns regarding global education.
5. There wasn't much space in the curriculum to support the notion that the world's problems and disagreements appeared to be caused by a failure to consider the dependence component of global education.
6. Finally, it was discovered that the curriculum did not expose aspiring teachers to the principles behind the economic and development initiatives of industrialized nations.

Recommendations

The following recommendations were made:

In order to bring about changes in the chosen curricula and alter the behavior of teacher educators and aspiring teachers, a well-planned training program and a strategy that could recommend topics that could foster global perspectives in teacher education are desperately needed. In the field of English, the goals of BEd curricula ought to mirror the principles of global education. In accordance with the temporal dimension of global education, teacher educators and curriculum planners should make sure that their curricula do not include components that place an undue emphasis on the past. Instead, they should emphasize the present in connection to the future. Teachers need to be encouraged to examine opposing viewpoints on events and topics. For example, teacher educators could assist working teachers in discussing the 9/11 attacks from perspectives other than those of Muslim nations. Teacher educators should share their experiences with aspiring teachers in training sessions and seminars, and teach them to work in an interdependent atmosphere with colleagues from both domestic and foreign cultures.

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