Globalized Perspective of Teaching: Do the Teachers' Pedagogical Preferences and Practices Coincide?

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The concept of globalization has appeared because of the improved intercontinental and interpersonal communication. This rapid exchange of knowledge, ideas and skills is swaying social institutions including the education. Globalization has brought the whole world of knowledge in to the classroom. Hence, teachers' conventional skills and competencies need to be improved according to the desires of society, especially the students and stakeholders. The present study was conducted to compare the preferred and practiced pedagogical strategies of teacher educators. Mixed method research approach was adopted to collect data from teacher educators. Analysis of the data collected through focused group discussion and a questionnaire revealed that there existed significant difference in the preferred and practiced pedagogical strategies. The teachers' preferences reflected the globalized tenets but their practices were conventional.

Key words: *teacher education, pedagogy, globalized education, instruction, prospective teachers, student-teacher interaction, collaborative teaching, class room management*

Introduction

Generally speaking the term globalization denotes the collaboration between different parts of the world, with growing prospects of personal exchange, mutual understanding and relationship among the people of different cultures, religions and faiths from across the world (Mahavidyala, Araneshwar, & Pune, 2012). Similarly, Kumar & Parveen (2013) state that the term "globalization" reflects the integration of economies and societies through cross country transformation of information, goods, capital, services, technologies, finance, ideas, and even the people. In a nutshell globalization helps to comprehend, analyze, predict, investigate, synthesize, and classify the world and the events that take place here. Hence, it is a process that covers the causes, progression, and consequences of intercontinental and transcultural mixing of human as well as non-human activities.

So far as the advent of globalized culture is concerned there are three major factors which are responsible for it (Kumar & Parveen, 2013). Firstly, technological and scientific developments and innovations have revolutionized the transportation and communication systems eliminating all the hindrances which had been checking the nations across the globe in coming closer. Secondly and most importantly, the dismantling of the Eastern Block and the emergence of new regional economic alliances like the ASEAN, the EU and SAARC has paved the way for globalization. The third and last factor responsible for globalization is the market oriented competition between different nations of the world. Contrary to Kumar & Parveen three factors of globalization, Carnoy (2005) describes that there are two main bases of globalization i.e. information and innovation.

Globalization has also supported the cause of national integration by plummeting or eradicating

restraints to the expression of ideas, utilization of financial as well as technological resources by empowering the common man (Rekha & Padmaja, 2011). At the same time it has brought closer the distant nations of the world and had helped them to share and control their common issues including illiteracy, poverty and backwardness. Though globalization is an economic phenomenon, there are several other ways in which it affects the social life including education which is an important factor for enhancing the economy and living standards of the people across the globe.

Globalization has considerably changed and improved human life not only in the economic spheres, but also in the socio-political and cultural aspects as well. The effects of globalization can be rated as positive, or negative depending upon the quality of workforce. Doubtlessly, human resources with low quality will be a financial loss and failure of the whole system. Therefore, for the fruitful effects of globalization the only human resources with high quality and proven standard will succeed in the market for facing the global challenges (Jusuf, 2005).

In the age of globalization the teachers need to be highly qualified, well prepared, especially in improving the quality of education facing global challenges. For this purpose, there is need to reform teacher education that aligns teacher preparation with the demands of an emerging information oriented society and an increasingly interdependent world at the end of the 20th Century (Jusuf, 2005). In general teacher education refers to process of inculcation among prospective teachers the knowledge, skills, attitudes and behaviors needed to perform their responsibilities in the classroom, educational intuition and in the society. Therefore, it is the teacher education that can be helpful in the development of teachers' proficiency and competence for empowering them to meet the demands of their profession and face the forthcoming challenges of the technological age. (Kumar & Parveen, 2013).

The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness (Malisa, Koetting & Radermac, 2007). But, in teacher education most

important aspect of curriculum is the pedagogy, of the teachers and the skills to be imparted among prospective teachers. According to (Vartak, 2004) technical knowledge of one's subject, and insight into the possibilities and limitations of scientific knowledge and ability to assess the relevance of scientific discipline.

Pedagogy refers to the art and methods of teaching, especially teaching the kids. It denotes the professional competence, e.g. the ability of a teacher to motivate and involve students for the interactive teaching and learning process. It is purely the student-teacher mutual relationship for making the teaching and learning process more effective and successful. It also reflects how together student-teacher may lead to growth of knowledge and understanding (Loughran, 2006).The effects of globalization are also being felt in the classroom both by the teachers and the students. But, Carnoy (1999) has suggested that the direct impact of globalization on both curriculum and pedagogy at the school classroom level in most countries had to date been minimal. There is little evidence that such an assessment would be any different over a decade later.

Hence, there is need to understand the phenomenological implications of globalization in the context of teacher education. For the teachers of tomorrow it would be difficult to put aside the requirements of a globalized classroom. Therefore, the present study is an effort to bring to the teachers' preferred classroom practices and their actual use.

Purpose and Scope of the Study

In the last few decades globalization and its associate factors have influenced the education systems across the world including the higher education system. Teacher education has also undergone significant changes owning to the needs and requirements of globalized classroom environment where the students are coming with more updated and diverse information. With the change in the modes of acquiring knowledge and methods of instruction, teachers need to adopt such teaching methods which fulfill the students' quest for knowledge. Therefore, they should be trained in such a way that they can follow rapidly changing paradigm of teaching. The present study is an effort

to determine the gap between teacher educators' pedagogical preferences and their classroom practices. The identified difference may help the planners and authorities to seriously look into the matter for improving the performance of teacher education institutions.

Research Questions

1. What are the most preferred pedagogical practices of teacher educators?
2. Is there any significant difference in the preferred and practiced pedagogy of teacher educators?
3. Do the preferred and practiced pedagogy of teacher educators of public sector and private universities coincide?

Methodology

Mixed method research approach was used to conduct the study. The population of the study comprised of the teacher educators and prospective teachers from the departments/institutions of education at sixteen randomly selected universities, including eight public and eight private sector universities of Pakistan from a total of 169 universities and degree awarding institutions (HEC, 2013). From each selected university all the teacher educators constituted the sample of the study. In this way 151 teacher educators, including 82 from public sector universities and 69 from private sector universities, were the participants of the study.

As far as the data collection is concerned, it comprised of two stages i.e. through focused group discussion and survey using a questionnaire. At the first stage two sessions of focused group discussions were carried out to ascertain the preferred pedagogical practices of teacher education in the public and private sector universities. A senior most faculty member from each selected university participated in the focused group discussion. Both sessions of the focused group discussions were conducted through conference call rather than a face to face session because the selected universities were demographically scattered in different provinces of Pakistan. As an outcome of the focused group discussion a list of preferred pedagogical practices was prepared. These practices included;

1. Interactive Lesson Plan
2. Classroom Management
3. Collaborative Teaching (face to face and virtual)
4. Use of Instructional Technology (classroom based and online)
5. Prompt Feedback (online and face to face)
6. On-line Assessment

For the investigation of existing pedagogical practices a questionnaire was distributed among the teacher educators of the selected universities. The questionnaire was developed by the researchers keeping in view the results of the focused group discussion. Hence, the questionnaire consisted of such items which intended to determine the level of the practical application i.e. classroom application, of preferred teacher educators' pedagogical practices. The questionnaire was validated through experts who participated in the focused group discussion. It was later on tried out at two universities which were not the part of final data collection procedure. The coefficient of reliability for the questionnaire came out as 0.792.

Lastly, for determining the classroom practices of the teacher educators, the same questionnaire, with slight changes, was administered to them again after a gap of 3 weeks of the first administration. The statistical analysis of the collected data yielded the following results.

Findings/Results

At the first stage two separate sessions of focused group discussion were conducted by the researchers to explore the preferred pedagogical practices of teacher educators from both the public and private sector universities. Teacher educators most preferred six pedagogical skills for effective teaching are listed above. But, the present study was delimited to the following three pedagogical practices to meet the challenges of globalized classrooms;

1. Collaborative Teaching (face to face and virtual)
2. Use of Instructional Technology (classroom based and online)
3. Prompt Feedback (online and face to face)

Table 1

Comparison of preferred and practiced pedagogical strategies

Pedagogy	Mean	SD	Mean Difference	t	Significance
Preferred	4.02	.816	.78	2.931	.000*
Practiced	3.24	.351			

It is reflected from the analysis of data that there exists significant difference (p = .000<0.05) in the preferred and practiced pedagogical Practices of teacher educators.

Table 2

Comparison of preferred and practiced pedagogical strategies in public and private universities

University	Pedagogy	Mean	SD	Mean Difference	T	Significance
Public Sector	Preferred	4.18	.988	.75	3.580	.001*
	Practiced	3.43	.919			
Private Sector	Preferred	3.89	.339	.98	2.998	.000*
	Practiced	2.91	.630			

Similarly significant difference exists in the preferred and practiced pedagogical skills both in the public (p = .001<0.05) as well as private (p = .000<0.05) universities. The graphical representation shows the actual difference in the preferred and practiced pedagogical practices.

Figure 1: Comparison of preferred and prevailing pedagogical practices in public and private universities

Table 3

Comparison of preferred and practiced pedagogical strategies in public universities

Pedagogical Practices	Pedagogy	Mean	SD	Mean Difference	t	p
Collaborative Teaching	Preferred	4.29	.610	.88	2.987	.002*
	Practiced	3.41	.741			
Use of Instructional Technology	Preferred	4.25	.763	1.31	2.567	.000*
	Practiced	2.94	.587			
Prompt Feedback	Preferred	3.98	.654	.75	1.68	.012*
	Practiced	3.25	.348			

As far the difference in individual pedagogical practices in public sector universities is concerned a significant difference was observed in the use of instructional technology (Mean difference = 1.31, p = .000<0.05) among the teacher educators.

In the same way there was significant difference in preferred and practiced pedagogical practices regarding collaborative teaching (p = .002<0.05) and prompt feedback (p = .012<0.05).

Table 4

Comparison of preferred and practiced pedagogical strategies in private universities

Pedagogical Practices	Pedagogy	Mean	SD	Mean Difference	t	P
Collaborative Teaching	Preferred	3.98	.960	.60	3.126	.023*
	Practiced	3.38	.985			
Use of Instructional Technology	Preferred	4.58	.731	.29	2.123	.345*
	Practiced	4.26	.419			
Prompt Feedback	Preferred	3.64	.378	.63	1.69	.035*
	Practiced	3.01	.658			

For the teacher educators from private sector universities no difference was found for preferred and practiced Pedagogical Practices of the use of instructional technology. But, the difference in preferred and practiced Pedagogical Practices regarding collaborative teaching (p = .023<0.05) and prompt feedback (p = .035<0.05) was significant for the private sector teacher educators.

Conclusion

Significant difference in preferred and practiced pedagogical practices is observed among the teacher educators. The difference also prevails among teacher educators in the public as well as in private sector universities. An important outcome of the study is that no difference was observed in the private sector teacher educators' preferences and practices regarding the use of instructional technology. It might be due to more consistent use of such technologies. Similarly, significant difference was observed in the preferred and practiced remaining two pedagogical practices i.e. collaborative teaching and prompt feedback. The gap in the mean score of preferred and practiced

practices for private sector universities is narrow which reflect that these universities are making better effort to match the demands of globalized classroom environment.

Discussion

The results of the study coincide with the psychological finding that people desire much but perform little when asked to do so. The same is the case with the teacher educators who preferred several ambitious classroom practices but do actually performed a little. Moreover, the insignificant difference in the use of technology for the private sector university also shows their commercial commitment (Atweh & Clarkson 2002). Furthermore, there exists difference in teaching strategies and administrative policies of the public and private sector universities (Saleem, Saeed, & Anwar, 2014). Hence, the teaching strategies and methodology can differ in both types of institutions. In the same way due to globalization new technologies and consequently new attitudes and values are coming to the classroom. Therefore, people always need to learn new notions and concepts and have to adopt themselves according to the requirements of technological advancements; consequently adopting new ways of life. (ÇELİK & GÖMLEKSİZ, 2000) But, in the Pakistani universities the on ground facilities are not enough to match the preferences of the people i.e. both the students and teachers. That is why difference prevails in the teacher educators' preferences and practices regarding pedagogy. Another reason in the difference between pedagogical preferences and practices is the limited financial resources. In poor countries, like Pakistan, institutions have limited resources and the teachers do possess aspirations for doing wonders. But, unfortunately due to these limited financial resources the institutions are finding it hard to march with the ever changing technological demands despite all the good will, strategic planning, and real concern (Shailer, 2006).

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