

Study on the Global Mindedness of School Teachers in Pakistan- Globalizing Education for Futuristic Attainments

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ABSTRACT

The world is currently passing through many global-challenges, which demand students to have global competency. This competency is correlated with the intellectual grooming of teachers, who are the last resort to develop aesthetic sense among the future generation. This research study inquires the global mindedness and global preparedness of teachers in Pakistan and its relation with their professional qualification & teaching experience. The population for current study consists of all the public and private school teachers currently teaching at secondary level in Sindh and Punjab, Pakistan. Purposive sampling was used to select the total number of ten schools. Through random sampling n=280 teachers were selected. Hett Global Minded scale was adopted as the major tool for collecting data. For ethical considerations, consent letter was signed by the research participants. Data was analyzed using graphs, tables and statistical calculations, wherever applicable. The results disclosed that the teachers are least global minded in terms of their experience and professional qualifications. Although their theoretical understanding is satisfactory; but the practicality is mislaid. Majority of the participants agreed to have an interaction with multi-cultural society and raise their voice against non-serious attitude of government towards the right of the people. Majority of the participants are willing to adapt values from other cultures, while large proportion of the participant belief that they are part of global society. Based on the results, recommendations are supplemented.

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INTRODUCTION

Global societies are increasingly interconnected to the globalized world¹ to fit under the emerging term of “glocalisation”. Human experience in this cross cultural society promotes healthy interactions and interdependence, which cannot be over shadowed²; however it also brings challenges at slate. Due to diversified engagement and cross cultural interactions, the discourse of global perspective is shifting.

The concept of global mindedness/ world mindedness emerged in the form of global awareness³. It fosters critical thinking and gives direction to think beyond the demarked boundary. It brings dialogue opportunities at one consolidated platform⁴.

Global issues are now not an isolated term, rather, it is a collective responsibility, where each individual is concerned about the present and the

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For the progress, peace and prosperity of the country the fair sex should be adorned with higher education. Pakistan was created to enforce Islam but even a single Government did not take lead towards this direction. Absolute religious educational values which are based on teachings of Islam should be enforced. Complete Islamic education system should be enforced at every level. In order to improve female education, an awareness program should be launched on massive scale through mass media about importance of female education. Stake holders, planners, decision makers, political, religious leaders and the members of civil society should take initiative to meet the challenge of discrimination against women. They should contribute and encourage women for getting education.

Education system and curriculum should be according to the pressing demand of the society. Decision makers should give importance to female education. To rectify the past, neglecting education and training of the female should be emphasized according to the golden teachings of Islam. A special section for female education should be reserved in all plans and policies. Counseling and guidance program for female should be introduced in all institutions. Job opportunities with lucrative salaries should be provided for female at all levels. Highly qualified females should be appointed at key posts nearest to their dwellings. Corrupt elements and corruption from the education department should be uprooted. Free adult education programs especially for woman should be introduced in all institutions. They should be provided opportunities to improve their qualification. There is also lack of highly qualified and female science teachers. Award, incentive and higher qualification allowance should be granted to all teachers at all levels from PTC to Ph. D. Funds should be properly utilized.

Monitoring cell should be established for the educational safe guard of the women. Relevant female should be involved in the process of formulating developing plans, curriculum development and all educational policies and subsequently for implementation and monitoring. Industrial Arts program and manual work should be introduced at all levels for women. Government should take solid steps to enhance female education. NGO's and Government organizations should work pretty hard together with missionary zest and zeal to impart female education at gross root. By the grace of Allah Almighty and through pretty endeavors of fair sex Pakistan will progress by leaps and bounds.

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of resources. Whereas a few institutions public and private have infrastructure to meet the needs of teachers but the facility in urban areas in rural areas its can be seen rarely. There is also lack of expertise.

Despite the women have been playing a dynamic role in getting education. There is tremendous increase in female institutions and enrolment everywhere in Pakistan, particularly in private sector. In rural areas there are meager schools and teachers are small in numbers, absenteeism is at its height, poor enrolment and high dropout rate is noticeable. These include inadequate financial allocation and the general conservative attitude of parents. There is lack of infrastructure, computer based technology, computer instructors and technicians, seating arrangement, play grounds, power supply, drinking water, boundary walls, qualified teachers, libraries, science laboratories and wash rooms in most institutions; Irrelevant and old dated curricula, traditional methods of teaching, punishment, conveyance, rigid attitude of family, in spite of these a positive and healthy change is visible in attitude of society about female education. There is awareness among females for seeking knowledge for upbringing their children and to lead a peaceful and prosperous life. There is tremendous change visible in the attitude and mind of male and their families towards getting education of fair sex. They perceive education as the panacea and a magic ring to fulfill their aspiration and solution for peaceful and prosperous life. However, the female education is in its infancy.

RECOMMENDATIONS

In the light of the major findings and conclusion drawn from the study, following recommendations are made. For the progress, peace and prosperity of the country the fair sex should be adorned with higher education. Consequently Government should launch training programs for the females to enhance their knowledge with regard to different aspects by the experienced and familiar experts. During the time of curriculum's preparation the relevant subject teachers should be invited. There should be residential facilities by constructing hostels in the institutions wherever it is required. Medical allowance and facilities should be available in every institution. Schools conveyance should be provided to overcome transport problems. Incentives may be given to the Principals and teachers working in far off places from their houses. They should be provided facilities to control the pressure groups in and out of school's boundary. To inspire and mobilize the people for the admission of their children in institutions; Education authority and Government Agencies should launch an introduction campaign. A few schools' heads and teachers do not observe the rules. This practice negatively affects the discipline and efficiency of the faculty. There is no lack of skilled man power in Pakistan but ever changing policies have badly affected the system of education. There should be uniformity and homogeneity in the policy. The promotion and increment may be linked with the result and overall performance to ensure quality education.

The present study reveals for efficient functioning of institutions, the etiquettes, values and personal qualities are part and parcel; Morale is comprised of commitment, cooperation, virtue, punctuality, patience, watchfulness, faithfulness, honesty, fairness, good relation with students, employees and society.

Table 26: Opinion about heavy fee is hurdle in the way of female education

No	Item	Level	Frequency	%	Mean Score	SD
45	Women cannot get education due to heavy fee	SDA	05	01	4.55	0.9
		DA	20	05		
		UNC	25	06		
		A	50	13		
		SA	300	75		

Table 26 shows that 6% female were disagreed with the statement that they cannot get education due to heavy fee. While 6% were uncertain in their response. 88% females were agreed with the statement. Mean score is 4.55 and standard deviation is 0.9

DISCUSSION

This study examined the performance of females in the field of education. Female education holds a pivotal role and works as soul in human body for socio, politico and economic growth, prosperity and peace of any country. Due to misinterpretation of Islam; people have been misled, whereas Islam stresses upon getting and imparting education to both men and women. It develops thinking power in them. Female education has been a controversial and complex issue in Sub-continent. Since the inception of Pakistan female education has been lagging behind. No proper attention has been given by any Government. A few efforts have been made to improve education system but it needs some practical implementations instead of verbal communications and discussions.

All policies and planning remained incomplete due to ever changing set up of Government. Sometimes Martial Law and sometimes democratic Martial law and learned. Government did not allocate enough funds for the improvement of educational system. If some funds are allocated, the authorities don't use it at the proper place. Unfortunately, there is not proper utilization of funds in the corrupt society. Poverty, illiteracy, diseases, conservative attitude of family members, religious taboos and Feudal Lords are against female education. Society looks down upon the working women. Female employees are ill paid. Parents prefer not to invest in female education but traditional expectations for girls to get married and attend to house hold chores. Often girls have to walk long distance to reach educational institutions. Some of them are tired of this strange exercise and say good bye forever to the world of the school. A few indulge in nefarious activities without their parents consent. Some of them get court marriages. Sometimes they develop illicit relations with males and consequently they are killed. Curriculum too fails to meet the pressing demands of the society. The early marriage, the court marriage, illiteracy, poverty, conservative behavior, lack of research, proper planning, and a host of other factors have also been identified which continues to pose a serious threat in the way of progress of female education. In fact the role of women in educational development in Pakistan can't be remarkable unless the old traditional system does not change or under goes a radical change to suit the need of fast expanding female education and also to meet the challenge of inadequacy

Table 23: Opinion about conveyance causes drop out among girls

No	Item	Level	Frequency	%	Mean Score	SD
42	Conveyance causes drop out among girls	SDA	10	02	4.12	1.1
		DA	40	10		
		UNC	50	12		
		A	90	23		
		SA	210	53		

Table 23 shows that 76% females were agreed with the statement that conveyance causes drop out among girls. 12 % were uncertain in their response while 12% disagreed with the statement. Mean score is 4.12 Standard deviation is 1.1

Table 24: Opinion on poverty causes hurdles in the way of women's education

No	Item	Level	Frequency	%	Mean Score	SD
43	Poverty causes hurdles in the way of women's education	SDA	00	00	4.75	3.49
		DA	00	00		
		UNC	00	00		
		A	100	25		
		SA	300	75		

Table 24 indicates that 100% women were agreed with the statement that poverty causes hindrances in the way of women's education. Mean score is 4.75 and standard deviation is 3.49

Table 25: Opinion about distance is an obstacle in education of women

No	Item	Level	Frequency	%	Mean Score	SD
44	Distance is barrier in the way of women's education.	SDA	00	00	4.2	0.9
		DA	30	07		
		UNC	70	17		
		A	90	23		
		SA	210	53		

Table 25 shows that 76 % female were agreed with the statement that distance is barrier in the way of women's education. 17% were uncertain in their response. Only 7% were disagreed with the statement. Mean score is 4.2 and standard deviation is 0.9

Table 20: Opinion about literacy rate among women is rising

No	Item	Level	Frequency	%	Mean Score	SD
37	Literacy rate among women is rising	SDA	00		4.45	0.05
		DA	00			
		UNC	00			
		A	220	55		
		SA	180	45		

Table 20 shows that sent percent females were agreed with the statement that literacy rate among women is rising. Mean score is 4.45 and standard deviation is 0.05

Table 21: Opinion about hurdles created by Feudal Lords in women's education

No	Item	Level	Frequency	%	Mean Score	SD
38	Feudal Lords create hurdles in the way of women's education.	SDA	20	06	4.6	0.6
		DA	30	07		
		UNC	30	07		
		A	30	02		
		SA	310	78		

Table 21 shows that 80% females were agreed with the statement that Feudal Lords created hurdles in the way of women's education. 7% were uncertain and 13% disagreed with the statement. Mean score is 4.6 and standard deviation is 0.6

Table 22: Opinion about shortage of female institution

No	Item	Level	Frequency	%	Mean Score	SD
41	There is a shortage of female institutions	SDA	26	06	4.46	0.04
		DA	59	15		
		UNC	15	04		
		A	80	20		
		SA	220	55		

Table 22 shows that 75% females were agreed with the shortage of female institution. 4% were uncertain in their response while 21% disagreed. Mean score is 4.46 and standard deviation is 0.04

Table 17: Opinion about availability of separate institutions for girls in Pakistan

No	Item	Level	Frequency	%	Mean Score	SD
28	Separate institutions for women are available in Pakistan.	SDA	120	30	3.05	1.6
		DA	50	12		
		UNC	50	12		
		A	50	13		
		SA	130	33		

Table 17 shows that 46% female were agreed with the statement that separate institutions are available for girls in Pakistan. 12% were uncertain, and 42% disagreed. Mean score is 3.05 and standard deviation is 1.6

Table 18: Opinion on female education cause socio-economic growth of country

No	Item	Level	Frequency	%	Mean Score	SD
30	Female education causes socio-economic growth of a country	SDA	00	00	4.52	0.5
		DA	00	00		
		UNC	00	00		
		A	190	47		
		SA	210	53		

Table 18 shows that 100 percent female were agreed with the statement that female education causes socio-economic growth of a country. Mean score is 4.52 and standard deviation is 0.5

Table 19: Opinion about job inspires women for acquiring more education

No	Item	Level	Frequency	%	Mean Score	SD
31	Job inspires women for acquiring more education	SDA	70	17	3.92	1.3
		DA	20	05		
		UNC	10	02		
		A	70	18		
		SA	230	58		

Table 19 shows that 76% females were agreed with the statement that job inspire female for acquiring more education. Only 2% were uncertain in their response and 22% disagreed. Mean score is 3.92 and standard deviation is 1.3

Table 14: Opinion about women contribute the same as men in imparting education

No	Item	Level	Frequency	%	Mean Score	SD
24	Women contribute the same as males, in imparting education.	SDA	12	03	3.60	1.1
		DA	60	15		
		UNC	120	30		
		A	90	23		
		SA	118	29		

Table 14 shows that 52% women were agreed with the statement that they contribute the same as male in imparting education. Whereas 30% were uncertain in their response and 18% disagreed with the statement. Mean score is 3.60 and standard deviation is 1.1

Table 15: A girl becomes more confident in co-educational institutions

No	Item	Level	Frequency	%	Mean Score	SD
26	A girl becomes more confident in co educational institution.	SDA	60	15	2.87	1.0
		DA	40	10		
		UNC	200	50		
		A	90	23		
		SA	10	02		

Table 15 shows that 25% women were agreed with the statement that they become more confident in co-educational institution. 50% were uncertain and 25% disagreed. Mean score is 2.87 and standard deviation is 1.0

Table 16: Opinion about gender discrimination in Pakistan

No	Item	Level	Frequency	%	Mean Score	SD
27	There is great gender discrimination in Pakistan.	SDA	80	20	3.17	1.3
		DA	20	05		
		UNC	100	25		
		A	150	37		
		SA	50	13		

Table 16 shows that 50 % girls were agreed with the statement that there is great Gender discrimination in Pakistan 25% were uncertain and 25 % disagreed. Mean score is 3.17 and standard deviation is 1.3

Table 11: Opinion about educated women rear children better than uneducated

No	Item	Level	Frequency	%	Mean Score	SD
20	Educated women rear children better than uneducated.	SDA	50	13	3.95	1.38
		DA	18	04		
		UNC	37	09		
		A	90	23		
		SA	205	51		

Table 11 shows that 74% females were agree with the statement that educated women rear children better than uneducated. While 9% were uncertain in their response and 17% disagreed with the statement. Mean score is 3.95 and standard deviation is 1.38

Table 12: Opinion about educated women become proud and willful

No	Item	Level	Frequency	%	Mean Score	SD
21	Educated women become proud and willful	SDA	30	07	3.45	1.2
		DA	70	17		
		UNC	100	25		
		A	90	23		
		SA	110	28		

Table 12 indicates that 51% female were agreed with the statement that educated women become proud after getting education. While 25% were uncertain in their response and 24% disagreed with the statement. Mean score is 3.45 and standard deviation is 1.2

Table 13: Opinion about role played by women in educational development

No	Item	Level	Frequency	%	Mean Score	SD
22	Women play a significant role in educational development.	SDA	00	00	4.55	0.25
		DA	00	00		
		UNC	00	00		
		A	180	45		
		SA	220	55		

Table 13 shows that 100% women were agreed with the statement that they played significant role in educational development. Mean score is 4.55 and standard deviation is 0.25

Table 8: Opinion about education raises the status of women

No	Item	Level	Frequency	%	Mean Score	SD
15	Education raises the status of women	SDA	00	-	4.16	0.37
		DA	00	-		
		UNC	00	-		
		A	95	24		
		SA	305	76		

Table 08 shows that 100 percent women were agreed with the statement that education raises their status. Mean score is 4.16 and standard deviation is 0.37

Table 9: Opinion about education gives women freedom of choice

No	Item	Level	Frequency	%	Mean Score	SD
16	Education gives women freedom of choice	SDA	10	02	3.92	4.15
		DA	33	08		
		UNC	50	12		
		A	190	49		
		SA	117	29		

Table 09 shows that 78% female were agreed with the statement that education gives women freedom of choice. While 12% were uncertain in their response and 10% disagreed with the statement. Mean score is 3.92 and Standard deviation is 4.15

Table 10: Opinion on educated women manage homes better than uneducated

No	Item	Level	Frequency	%	Mean Score	SD
18	Educated women manage their home better than uneducated	SDA	31	08	3.86	3.58
		DA	20	05		
		UNC	40	10		
		A	190	47		
		SA	119	30		

Table 10 shows that 77% female were agreed with the statement that educated women manage their homes better than uneducated whereas 10% were uncertain in their response and 13 % disagreed with the statement. Mean score is 3.86 and standard deviation is 3.58