



AN INVESTIGATION INTO GLOBAL AWARENESS AND TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

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Abstract

Global Awareness is a conceptual understanding based upon an applicable knowledge of global and cultural perspectives. The understanding of concepts that impact the world encompasses, but is not limited to, environmental, social, cultural, political, and economic relations. Global awareness involves a recognition and appreciation of the size, complexity, and diversity of the earth conceived as a single entity. A teacher should be able to clearly present information and assess an audience in order to best convey a point to different individuals. In studies, teachers who achieved high scores in verbal ability tests were generally associated with effective teaching. Although verbal ability tests did not conclusively prove the teacher's verbal ability, that particular skill was found to be an indicator of effective teaching as it demonstrated the ability to convey concepts. The objectives of the study were to find the difference between the mean scores of secondary school teachers in their global awareness and teaching effectiveness on the basis of gender habitation and marital status. The investigator used survey method. The sample constituted of 231 Secondary School teachers of Patna. The self constructed and validated questionnaire for Global Awareness and Teacher Effectiveness scale by D N Mutha and Pramod Kumar (1999) were used and the data was analyzed by arithmetic mean, standard deviation and t- test. The findings of the study show that there was a significant difference between the mean scores of secondary school teachers in their Global Awareness and teaching effectiveness on the basis of their habitation.

Keywords: global awareness, environmental, teacher effectiveness, prevalence and awareness.



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I. INTRODUCTION

Education plays a significant role in preparing students for the success in globally interconnected world. Educational society has a challenge to set higher standards and assess student's progress in creative ways to prepare more productive individuals. Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. According to this commission, "Education is at the heart of both personal and community development. Its mission is to enable each of us, without exception, to develop all our

creative potential, including responsibility for our own lives and achievement of our personal aims.

Global Awareness is a conceptual understanding based upon an applicable knowledge of global and cultural perspectives. The understanding of concepts that impact the world encompasses, but is not limited to, environmental, social, cultural, political, and economic relations. Global awareness involves a recognition and appreciation of the size, complexity, and diversity of the earth conceived as a single entity. It is literally a worldview-and is at the opposite pole of the view from horseradish. It enables us to perceive the vastness of the world, its dynamic complexity, and the diversity of its peoples and cultures. Awareness, much like mindfulness, knows that we don't know that there is a realm of knowing that exists outside our direct experience which is often identified with intuition.

Effectiveness is the degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the right," while effectiveness means "doing the right thing."

Effectiveness can be taken as ones hold on circumstances as well as on oneself benefiting the best of one's total adjustment. It is related to ones power of influencing the environment. In this context, effectiveness is known to be spontaneously accepted prevalence of one's personality by his co- workers, subordinates and all that which falls within the net of one's life space. In the process of interaction, the person's enduring impressions left on others bear testimony to his effectiveness. In this way, the effectiveness is considered to be the finest trait of a person. As an attribute, it represents his personality in the best form.

II. SIGNIFICANCE OF THE STUDY

Global Awareness provides students with the opportunity to learn more about the world and its diverse peoples and to promote a better understanding of other cultures. Students should gain an understanding of global situations and how these situations affect their lives as well as creating possibilities to address them. Teachers should emphasize cross-cultural awareness and deepen students' understanding of the diversity of perspectives, life ways, and structures that shape our global community. Teachers should possess high-tech skills, broad interdisciplinary knowledge about the contemporary world, and adaptability, flexibility, and world mindedness to participate effectively in the globalized world. This knowledge and

experience of teachers will help students to acquire the skills and competency to become an effective global citizen.

We have the tools within our storehouse of teaching pedagogies a range of approaches. We also have the knowledge to utilize these pedagogies to bring about a Permanent Culture through developing a holistic and flexible curriculum that is egalitarian in nature, delivered in the setting which is best suited to the learner and learning, in order to instill useful and appropriate knowledge to build a Permanent Culture.

Since the teacher is globally aware and have qualities of a good global citizen, it will increase the possibilities of educating students to be a good global citizen as well. Effectiveness of teachers as global citizen will produce a globally competent student. If the teacher is supported in making the changes necessary for addressing the areas of Global awareness it can significantly help schools in retaining excellent educators who strive for improvement in society. This in turn benefits the students of that school, with far-reaching ramifications for society. Therefore, the investigator wants to study the variables Global Awareness and teacher effectiveness of School Teachers.

III. STATEMENT OF THE PROBLEM

An Investigation into Global Awareness and Teacher Effectiveness of Secondary School Teachers

IV. OPERATIONAL DEFINITIONS

Investigation: the action of investigating something or someone; formal or systematic examination or research.

Global: relating to the whole world; worldwide, relating to or encompassing the whole of something, or of a group of things.

Awareness: Knowledge or understanding of a subject, issue or situation.

Global Awareness: Global awareness is a concept based on the idea of looking at the world as a whole versus looking at individual countries. It looks at issues like the environment, the economy, culture, and politics.

Teacher: one who imparts knowledge in the school by means of teaching

Effectiveness: the degree to which something is successful in producing a desired result; success.

Teacher Effectiveness: the capability of producing a desired result or capability of imparting knowledge in such a way that students understands easily.

School : an institution for educating children.

School Teachers: School Teachers are the ones who impart knowledge to the students in a school.

Secondary School: A school that is intermediate in level between elementary school and college that is from std. VI to std. X.

V. OBJECTIVES OF THE STUDY

1. To find the significant difference between mean scores of secondary school teachers in their global awareness on the basis of gender.
2. To find the significant difference between the mean scores of secondary school teachers in their global awareness on the basis of their habitation.
3. To find whether the difference between the men scores of school teachers in their global awareness on the basis of their marital status.
4. To find the significant difference between mean scores of secondary school teachers in their effectiveness on the basis of their gender.
5. To find the significant difference between the mean scores of secondary school teachers in their effectiveness on the basis of their habitation.
6. To find whether the difference between the men scores of secondary school teachers in their effectiveness on the basis of their marital status.

VI. TOOLS USED

1. Self constructed and validated questionnaire for Global Awareness and
2. Teacher Effectiveness scale by D N Mutha and Pramod Kumar (1999) were used.

VII. METHOD USED

The investigators adapted survey method for the present study.

VIII. POPULATION OF THE STUDY

The population of this study consisted of all the School Teachers teaching in Patna, Bihar.

IX. SAMPLE

The stratified random sampling consisted of 231 school teachers.

X. STATISTICAL TECHNIQUES USED

1. Mean

2. Standard Deviation
3. Critical ratio test ('t' test)

XI. DELIMITATIONS OF THE STUDY

1. The present study has been limited to a small area of Patna, Bihar.
2. Sample has been selected only from a few government and private schools situated in urban and rural areas of Patna, Bihar.
3. The sample consists of 231 teachers.
4. The study has been limited to Global Awareness and teacher effectiveness of secondary school teachers.

XII. NULL HYPOTHESES

1. There is no significant difference between the mean scores of secondary school teachers in their global awareness on the basis of their gender.
2. There is no significant difference between mean scores of secondary school teachers in their global awareness on the basis of their habitation.
3. There is no significant difference between the mean scores of secondary school teachers in their global awareness on the basis of their marital status.
4. There is no significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of gender.
5. There is no significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of their habitation.
6. There is no significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of their marital status.

Null Hypothesis - 1

There is no significant difference between the mean scores of secondary school teachers in their global awareness on the basis of gender.

Table – 1

Gender	N	Mean	SD	t-value	Remarks
Male	90	210.79	20.420	0.689	NS
Female	141	208.81	21.837		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the **table 1** that the t-value is 0.689 which is less than the table value 1.96 at 5% level of significance. Therefore, the Null Hypothesis is accepted. It means that there is no significant difference between the mean scores of secondary school teachers in their global awareness on the basis of gender.

Null Hypothesis - 2

There is no significant difference between mean scores of secondary school teachers in their global awareness on the basis of their habitation.

Table – 2

Habitation	N	Mean	SD	t-value	Remarks
Rural	71	202.38	24.673	3.510	S
Urban	160	212.78	18.794		

(At 5% level of significance the table value of ‘t’ is 1.96)

It is inferred from the **table 2** that the t-value is 3.510 which is more than the table value 1.96 at 5% level of significance. Therefore, the Null Hypothesis is rejected. It means that there is a significant difference between the mean scores of secondary school teachers in their global awareness on the basis of their habitation.

Null Hypothesis - 3

There is no significant difference between the mean scores of secondary school teachers in their global awareness on the basis of their marital status.

Table – 3

Marital Status	N	Mean	SD	t-value	Remarks
Married	178	210.48	20.032	1.183	NS
Unmarried	53	206.55	24.973		

(At 5% level of significance the table value of ‘t’ is 1.96)

It is inferred from the **table 3** that the t-value is 1.183 which is less than the table value 1.96 at 5% level of significance. Therefore, the Null Hypothesis is accepted. It means that there is no significant difference between the mean scores of secondary school teachers in their global awareness on the basis of marital status.

Null Hypothesis - 4

There is no significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of their gender.

Table – 4

Gender	N	Mean	SD	t-value	Remarks
Male	90	301.99	26.827	0.502	NS
Female	141	303.89	26.888		

(At 5% level of significance the table value of ‘t’ is 1.96)

It is inferred from the **table 4** that the t-value is 0.502 which is less than the table value 1.96 at 5% level of significance. Therefore, the Null Hypothesis is accepted. It means that there is no significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of gender.

Null Hypothesis – 5

There is no significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of their habitation.

Table – 5

Habitation	N	Mean	SD	t-value	Remarks
Rural	71	296.04	29.184	2.597	S
Urban	160	306.31	27.044		

(At 5% level of significance the table value of ‘t’ is 1.96)

It is inferred from the **table 5** that the t-value is 2.596 which is more than the table value 1.96 at 5% level of significance. Therefore, the Null Hypothesis is rejected. It means that there is a significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of their habitation.

Null Hypothesis - 6

There is no significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of their marital status.

Table – 6

Marital Status	N	Mean	SD	t-value	Remarks
Married	178	304.80	27.020	1.646	NS
Unmarried	53	297.60	30.929		

(At 5% level of significance the table value of ‘t’ is 1.96)

It is inferred from the **table 6** that the t-value is 1.646 which is less than the table value 1.96 at 5% level of significance. Therefore, the Null Hypothesis is rejected. It means that there is a

significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of their marital status.

CONCLUSION

In the light of findings we can conclude that there is significant between the mean scores of secondary school teachers in their global awareness and teaching effectiveness on the basis of habitation. Global awareness is necessary for the present competitive world. Children need to have global skills and awareness for the success in their future life. Globalization has been a primary economic phenomenon, enabling movement of capital and labor across international boundaries while profoundly influencing former modes of production of goods and services. Similar to globalization, effective delivery of global education necessitates employment of transnational partnerships among educational institutions.

Globalization and the rapid increase in technology have put greater demands on education. Global Citizenship education is increasingly becoming an essential part of current curriculum. To live successfully in a globalized world, students must develop appropriate skills, knowledge, attitudes and perspectives. Students to become global citizens, culturally sensitive and self aware, for this they must begin the cultural learning process at an early age. Early exposure to global issues increases the students' cultural sensitivity and equips them with the tools necessary to become productive global citizens in adulthood.

It is important to note that there is no significant difference on the basis of gender and marital status. It signifies that due to the awareness of ICT and other sources of communication teachers are aware of the global issues which consequently effects their professional growth and classroom effectiveness.

A teacher should be able to clearly present information and assess an audience in order to best convey a point to different individuals. In studies, teachers who achieved high scores in verbal ability tests were generally associated with effective teaching. Although verbal ability tests may not conclusively prove the teacher's verbal ability, that particular skill was found to be an indicator of effective teaching as it demonstrated the ability to convey concepts. So teachers verbal ability paired with the concept of global awareness can result in effective classroom teaching learning resulting in increase in global harmony.

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