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Globalization and Cultural attitudes of Teachers in Faculties of Education in Egypt

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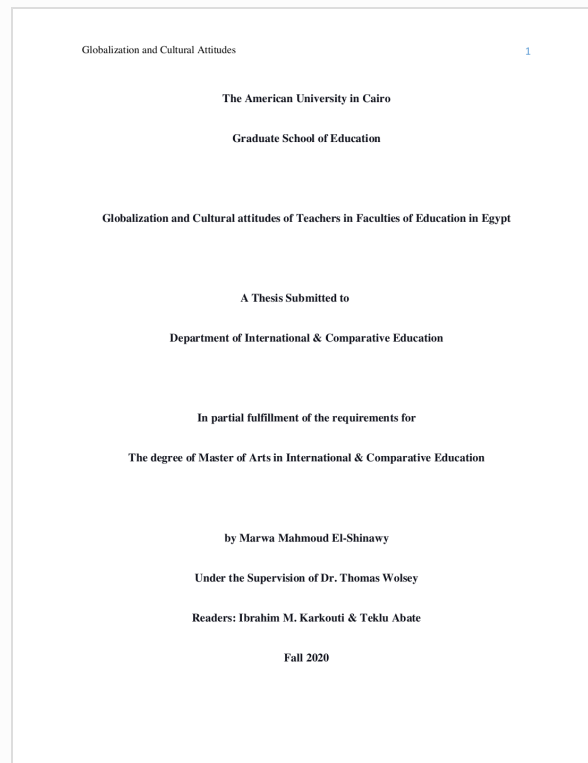Office of the Dean of Graduate Studies

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Globalization and Cultural Attitudes   1

The American University in Cairo

Graduate School of Education

Globalization and Cultural attitudes of Teachers in Faculties of Education in Egypt

A Thesis Submitted to

Department of International & Comparative Education

In partial fulfillment of the requirements for

The degree of Master of Arts in International & Comparative Education

by Marwa Mahmoud El-Shinawy

Under the Supervision of Dr. Thomas Wolsey

Readers: Ibrahim M. Karkouti & Teklu Abate

Fall 2020

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

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THE AMERICAN UNIVERSITY IN CAIRO
الجامعة الأمريكية بالقاهرة

Globalization and Cultural attitudes of Teachers in Faculties of Education in Egypt

A Thesis Submitted by

Marwa Mahmoud El-Shinawy

to the

International and Comparative Education

Graduate Program

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Abstract

The purpose of this study was to explore the cultural orientation of the students in the faculties of education in Egypt towards the phenomenon of globalization as manifested in the visions of the professors and the students, and the curricula of these faculties. Thus, the study aimed to explore to what extent the cultural attitudes of the prospective teachers and the professors in the faculties of education in Egypt motivate/ hinder the globalization of teacher education.

The second section presented the theoretical perspective, which is the transformationalists view of globalization. This perspective represents a mid-way point between the Hyper- globalists and Pessimist globalists. Transformationalists believe that globalization does not necessarily lead to the supremacy of the culture of the western world, but rather it leads to the exchange and integration of cultures, and thus eastern civilization can also affect Western civilization. This section also discusses the different views of globalization and their impact on higher education, and the importance of globalizing the teacher education. Finally, this section discussed the initiatives of reforming the faculties of education in Egypt in the context of globalization, exploring the actual reforms in the governmental universities in response to these initiatives and the current challenges.

The method used consisted of I) Document analysis of the curricula of the faculties of education that discuss the topic of globalization. II) Individual interviews to explore the cultural attitudes of both students and professors of the faculties of education. Finally, the thematic approach was adopted to analyze the transcribed data.

The findings of the analysis of the documents indicated the incompatibility of what the students of the governmental faculties of education in Egypt taught about globalization and the new policies of the modern state that encourage the globalization of higher education. In spite of

this, the findings of the fieldwork indicated the existence of a positive attitude towards globalization in the faculties of education in Egypt, and serious attempts by the current leadership of government colleges to change the regulations of faculties of education to adopt the credit hour system and to enable change of the current curricula that all the participants described as outdated. The current leaderships are also seeking to establish expanded partnerships with foreign universities to develop education in the college. The findings of the study also indicated that the presence of members of the fanatic Islamic groups in the leadership positions in the faculty of education before the revolution of 2014 had prevented the development of education in the college for decades.

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Chapter 1

Introduction

Globalization is a term used to describe the changes in today's societies and the world economy that resulted in a dramatic increase in the global economic and cultural exchange. "The term 'globalization' means integration of economies and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and People" (Kumar & Parveen, 2013, p. 8). "It reflects a comprehensive level of interaction than that has occurred in the past, suggesting something beyond the word 'international' " (Mishra, 2014, p. 19). Globalization becomes a global trend in economics, commercial, and technological fields, and education as well. Hence, it has great relevance in the context of higher education (HE) in general, and the teacher education (TE) in particular, as it facilitates the diffusion of advances in education and technology into the HE system, and helps to create a globally competent workforce. Further, it enables the mobility of students, academic staff, and educational programs

Globalization is considered also to be instrumental in raising the level and quality of education in general and teacher education (TE) in particular as it enhances the alliances between universities worldwide, which allow the exchange of skills and expertise, and the offering of innovative programs that would otherwise not be available to students (Youssef, 2014, p. 6). Moreover, it enhances the exchange of knowledge, educational policies, and visions, promoting the interaction between the different cultures. Hence, globalization in the teacher education (TE) is a necessity for raising the level of the knowledge and skills that teachers need to acquire to be able to be successful in the 21st-century school environment and to prepare citizens to live in the global era with all its diversity and cultural challenges. Especially, in the context of the huge advances in technology and the wide-scale human migration that intensified the global

communication and resulted in dramatic changes in school functions and classroom characteristics worldwide (Wang et al., 20, p.115).

Globalization in teacher education has been a key issue since the 1990s and many universities still attempt to increase student mobility ever since (Abraham & Von Brömssen. 2018, p.347). Much research has been done on the topic of globalization in TE trying to show how the exchange of programs, visions, faculty members, and students have a positive effect on students' learning, especially intercultural learning. "It is often emphasized that especially teachers need face-to-face experiential learning with people different from themselves if they are to develop cross-cultural skills, knowledge, and competence" (Chavez Chavez & O'Donnell, 1998 as cited in Abraham & Von Brömssen, 2018, p.348). Thus, in today's world, it is more crucial than ever for the institutes of teacher education worldwide to pursue and promote globalization in their programs, emphasizing the strategic alliances with foreign partners.

Statement of the Problem

In the context of globalization, the Government of Egypt embarked on a range of reform initiatives in collaboration with international organizations to improve the higher education operations. These initiatives and reform projects included two significant projects that focused on the faculties of education to improve the teacher training system; namely, the Faculty of Education Enhancement Project, which was funded by the World Bank, and the Faculty of Education Reform Project, which was part of Education Reform Project funded by the United States Agency for International Development (USAID) (Ginsburg & Megahed, 2011). According to Emam and Gaad (2018), these projects "came as a result of the dissatisfaction of the input and outcomes"(p. 124). Moreover, these reform projects emphasized "the need for a policy framework for HE in general and teacher education in particular; the quality of teacher

candidates' training to be improved in terms of curriculum and teaching methodology;

management capacity to be enhanced at teacher preparation institutions" (Emam & Gaad, 2018,

p. 124). However, Emam and Gaad (2018), emphasize that "although the faculty of education

project was nationally approved, only a small number of faculties showed willingness to join" (p.

125).

Furthermore, the majority of reforms, projects, and research to improve the quality of

pre-service teacher education in Egypt in the context of globalization focused only on improving

assessments of entrants and graduates, increasing the focus on practice versus theory in

coursework, expanding the amount of time devoted to field experiences, and organizing

"induction" programs to support and guide new teachers (Ginsburg & Megahed, 2011, p. 9). All

these reforms overlooked the recommendations of the international organizations of changing the

policies followed in preparing teachers, widening the scope of teacher education, and adopting

new pedagogies and new curricula in educating teachers. These reforms also overlooked the

importance of establishing strategic alliances and academic partnerships with foreign partners,

whether as a franchise, a branch campus, joint degree programs, twinning arrangements, or any

similar collaborative programs to develop the teacher education in Egypt in general. This

approach of reform is highly significant in the age of globalization as it facilitates the mobility of

students, faculty members, and educational programs, changing the culture of education in these

faculties in a positive way. Especially, under the new educational reform environment in Egypt

that enhances this trend of reform (Knight & Teferra, 2008, p.143). Knight and Teferra (2008),

emphasize that " the Ministry of Higher Education (in Egypt) has created guidelines to facilitate

other international linkages and partnerships, bilateral agreements, dual degree programs,

semester/ year abroad program, credit transfer, twinning arrangements, cross-border delivery, study abroad, and international sabbaticals" (p.144).

This contradiction between the governmental policies of educational reform and the actual practices in the faculties of education in Egypt creates an unexamined gap that makes it necessary to explore the cultural attitudes of both the professors and the students in the faculties of education in Egypt towards globalization and its implications in the higher education as we have a lack of literature that discusses this topic despite its importance. The cultural attitudes can be one of the major factors that may constitute a source of resistance to reforming the teacher education programs in Egypt to meet the new needs of the age of globalization. Moreover, exploring the cultural attitudes towards globalization in the universities in a country like Egypt is also significant because there is an overwhelming hostile attitude towards any foreign policy due to the long years of occupation endured by generations. Many Egyptian intellectuals equate globalization with Westernization (Amin et al., 2000; Dean & Ritzer, 2015; Kheir, 2008). At the same time, Egypt has a powerful elite of Islamic scholars who regard themselves the "gatekeepers" of education policy (Cook, 2000), and regard the imposition of Western approaches to education as a real threat to the moral, spiritual and ethical values of Islamic culture and heritage (Cook, 2000). Thus, on the one hand, globalization represents a real threat to the national identity, and on the other, globalization represents a real threat to the religious values.

Research Questions

This research aims to answer the following main question and its sub-questions:

To what extent do the cultural attitudes of the professors and the prospective teachers in the faculties of education in Egypt motivate or hinder the development of the education in the faculty in the context of globalization?

Sub questions.

1- To what extent do the views of religious fanatics affect the development of education in the college in the context of globalization?

2- To what extent do the ideas that students' study about globalization in the existing curricula encourage the adoption of positive attitudes towards globalization that might potentially bring about the required transformation?

3- To what extent do the current administrations of the faculties of education encourage the exchange of students, professors and curricula in order to develop positive attitudes towards globalization that might potentially bring about the required transformation?

Definition of the Main Terms

The main term of this study is "Attitudes". Hence, it is important to present its definition as employed in this study. For the purpose of this study, attitudes are "Behavior based on conscious or unconscious mental views developed through cumulative experience" (Venes, 2001, p. 189). Attitudes are also defined as "a settled opinion" and "behavior reflecting this" (Abate, 1999, p. 44). In other words, attitudes are a person's feelings and perceptions about a particular person or topic that effectively affect his behavior towards that person or topic.

Purpose of the Study

As mentioned before, there is a lack of literature discussing the cultural attitudes towards the phenomenon of globalization in general. Hence, the purpose of this research is to explore the cultural attitudes of the professors and the students in the faculties of education in Egypt towards

the globalization of higher education as manifested in the visions of the professors and the

students, and the curricula in these faculties.

Significance of the Study

This study will benefit those in charge of developing education in Egyptian governmental

organizations, as well as international organizations concerned with developing the performance

of teachers in line with the new requirements imposed by globalization on the educational

process. In addition, this study is concerned with the development of education in the Faculties

of Education in Egypt in particular, as the research that are concerned with the faculties of

education are largely few. The most important thing is that this study is the first study that

reviews the attitudes of teachers and students towards globalization in the Egyptian university in

general and the faculties of education in particular, as there are some studies that explain the

general attitudes towards the phenomenon of globalization in the higher education in a number of

countries in the Middle East and the Arab Gulf, and there are no similar studies in Egypt at all.

Chapter 2

Literature Review

In this section I offer a theoretical perspective for this study, followed by a review of literature that discusses the different views of globalization and their impact on higher education, and the importance of globalizing the teacher education. This section also proceeds to explore the initiatives of reforming the faculties of education in Egypt in the context of globalization, discussing the actual reforms in response to these initiatives and the current challenges.

Theoretical Perspective

Globalization is a relatively new concept, especially in educational research, and there is no agreement yet about a specific theory of globalization or a specific role for education in the context of globalization. Some opinions assert that the role of education is to enhance the concept of the nation-state and the national identity of students. Others emphasize that globalization has radically changed the role of education, stressing that the role of education is to encourage multiculturalism and cultural homogeneity among all countries in the world (Green, 1999, p.7-11). However, according to Held et al., (2000), commentators of globalization, in general, can be grouped into three categories, identifying three main theories of this phenomenon, namely "hyper-globalist," "skeptic," and "transformationalist." (Held et al., 2000, p.3).

The hyper-globalist theory looks at globalization from the perspective of global capitalism and adopts neoliberal agendas. Hence, this approach calls for restructuring the relationship between the individual and the state and promoting new values in the society that encourage cultural homogeneity and globalization. From their point of view, the state must give up control over both the economy and education. Hyper-globalists assert that eliminating borders

between countries in the world, especially in the fields of education and economy, and creating a unified global system will eliminate all types of cultural and ethnic discrimination, and it will also lead to more freedom and economic prosperity (Held et al., 2000; Tikly, 2001). Held et al., (2000), assert that for the hyperglobalizers, "globalization defines a new epoch of human history in which 'traditional national states have become unnatural, even impossible business units in global economy' "(p.3)

By contrast, the skeptics argue that globalization is a myth, contending that "the extent of contemporary globalization is wholly exaggerated" (Held et al., 2000, p.5). They look at globalization from a historical perspective, and see that globalization is not a modern phenomenon as trade between countries is a phenomenon from the middle ages. They affirm that globalization is a concept that aims to control developing countries to support the economy of rich countries. In terms of education, skeptics see that education systems worldwide are already very similar. They also affirm that globalization in education aims to eliminate cultural diversity to impose a single culture (Held et al., 2000, Tikly, 2001).

Finally, for the transformationalists, "contemporary patterns of globalization are conceived as historically unprecedented such that states and societies across the globe are experiencing a process of profound change as they try to adapt to a more interconnected but highly uncertain world" (Held et al., ,2000, p. 2). However, this approach adopts a more balanced attitude towards globalization, as it stresses the necessity of intensifying global interdependence and promoting cultural and economic integration at the world level. At the same time, this approach does not deny that the rich countries are the biggest beneficiaries of globalization, but it believes that globalization does not necessarily lead to the spread of a single culture around the world. Concerning education, the transformtionalists believe that globalization

has many positive aspects, such as spreading education, raising its efficiency, dealing with issues of sexual and racial discrimination in poor countries, and encouraging borrowing policies to reform education in developing countries. (Held et al., 2000, Tikly, 2001)

This study adopts the transformationalist view of globalization as a theoretical perspective. The transformationalist theory is best suited to this study because it represents the new education reform strategy adopted by the Egyptian Ministry of Higher Education that seeks to enhance international projects and strategic alliances (Knight & Teferra, 2008, p. 144). This strategy also aims to "establishing the link between graduates and employment institutions on the local, regional and international Levels" (Ministry of communication and information technology, 2016, p.29). Moreover, according to the government strategic objectives for higher education to 2030 "demand for higher education services is expected to surge when citizens feel the actual value- added from quality education complies with global standards, at the level of the teacher, curricula, and other media that enables competitiveness." (Ministry of Planning, Monitoring and Administrative Reform, 2020, p.203). Hence, the Egyptian view of globalization is positive, as is evident through the strategic plans set by the government in order to develop Egyptian education in line with international policies and curricula and encourage international partnerships.

The transformationalist theory is also adopted by many Egyptian thinkers and liberal university professors being a mid-way point between the hyper-globalist and the skeptics. On the one hand the hyper- globalists believe that all borders and nations should be dissolved, emphasizing that the power of the nation-states should be superseded by the international organizations such as the United Nations (UN) and the International Monetary Fund (IMF) (Martell, 2007, p.174). The skeptics, on the other hand, argue that globalization is an illusion

and an attempt to impose only one particular culture on others, emphasizing that many states are more powerful than others globally and they use the globalization to impose their will for their benefit (Martell, 2007, p.175). However, the transformationalists argue that "globalization may have a differentiated effect depending on the location where it is experienced" (Martell, 2007, p.176). Hence, the transmission of culture is not only one way, from the powerful countries to the developing world; it is a two-way exchange during which the rich and powerful nations are likewise affected, changed, and advanced by societies and cultures in the developing world. Transformationalists also contend that local cultures are not just gobbled up by western cultures – rather people in developing countries select aspects of western culture and adjust them to their specific needs, a process which they call 'globalization' (Revise Soccology, 2015).

Various Views of Globalization and their Impact on Higher Education

The term globalization is derived from the word globalize, which refers to the sense of connectivity in economic and cultural life across the world. One of the earliest known usages of the term as a noun was in a 1930 publication entitled "Towards New Education", where it denoted a holistic view of human experience in education (Ruzana, 2015, p.75). However, economist Levitt can be credited with popularizing the term and bringing it into the mainstream business audience in the latter half of the 1980s in an article entitled "Globalization of Markets" ("Theodore Levitt", 2019, para.3).

Due to its complexity, the concept of globalization has inspired competing definitions and interpretations. According to Torres, 2015, this concept "is complex and multi-faceted" and its meaning" takes on different forms" (262-263). Similarly, Hakimzadeh (2010), describes the term of globalization as a "challenging word" that has multiple meanings, and its definition implies many conflicting opinions (p.1). In the same vein, Held et al. say that "globalization is an

idea whose time has come...yet, it lacks precise definition" (Held et al., 2000, p.1). Hence, despite the extensive amount of academic research that has been conducted on the concept of globalization for almost two decades, this term is still vague and elusive. Researchers are still divided on the validity of the methods used to determine the direction of globalization and the extent of its impact on different peoples, and there is still widespread debate about the true meaning and the implications of globalization (Steger, 2004, p.2).

A review of the literature shows how studies about globalization demonstrate different attitudes and views in explaining this concept. Generally speaking, there are two main views of globalization. The first view is "the spatial view," which uses the term to refer to "the international spatial awareness" (Mitchell & Nielsen, 2012, p.5). This view is adopted by McLuhan (1964), who coined the term" global village" to refer to the phenomenon of the growing interconnections between the countries of the world as a result of the propagation of media technologies throughout the world ("Global Village", 2020, para.1). The same view is also adopted by Larsson (2001), who sees globalization as a process of "shrinking the world", shortening the distances, and increasing rapprochement between countries and people in a way that leads to increasing the level of contact between people and enables any individual to interact with any other person in the other half of the globe to achieve a mutual benefit (p.9). Similarly, globalization is described by Tomilson (1996), as the process that leads to removing the obstacles of time and distance in a way that makes the world appear smaller than it is, and works to significantly increase the different types of transactions and relationships between individuals, institutions, and societies around the world (p.22). All these views limit the process of globalization on cooperation and mutual understanding between countries and people in a way that benefits all parties, without affecting the culture or the independent identity of each country.

The second view of globalization is "the interaction process view" which uses the term of globalization "to highlight a transformation in the processes of interaction among individuals and groups" (Mitchell & Nielsen, 2012, p.5). This view is found in the works of Held (1991), Morrow and Torres (2000), Luke and Luke (2000), Steger (2003), and Maringe (2010). From this point of view, globalization transcends the limits of spatial awareness, and the level of interconnection and communication among countries, encompassing the diffusion of ideas, cultures, and practices. Held (1991) describes globalization as a process of expanding world communication in a way that strengthens the relationship between distant and local societies, leading to the establishment of a strong relationship between all countries in a way that allows global events to affect local communities (p.9). In the same vein, Torres (2002), emphasizes that the phenomenon of globalization has placed new restrictions that limit the independence and sovereignty of each country within its borders. These restrictions appear evident in the inability of each country to make independent political or economic decisions in isolation from the global political and economic climate. Accordingly, He believes that globalization not only works to remove borders between countries, but also works to change cultures and affiliations within nation-states (Torres, 2002, p.364). Similarly, Luke and Luke (2000), believe that globalization is one of the most significant features of both capitalism and postmodernism, and it aims to establish a unified world order governed by the rules of the capital system (p. 287). In the same context, Steger (2004), sees globalization as a set of social processes that creates ties of a new kind between different countries, supporting all forms of cultural and social exchange between countries in the world, and strengthening relations between both local and global communities (p. 2). Finally, Maringe (2010) states that "globalization is a multidimensional concept that relates to creating a world in which the social, cultural, technological, political and ideological

aspects of life become increasingly homogeneous"(p. 24). Accordingly, on the contrary of the previous viewpoint, this perspective focuses on the ability of globalization to unify world cultures, or at least create more homogeneity between these cultures, to create uniform policies and rules that can be applied at the global level.

These two views are also reflected in higher education in two different approaches towards globalization. The first approach sees 'internationalization' as a synonym of 'globalization' in higher education, but it has different interpretations and levels, emphasizing the role of the university of promoting cross-cultural understanding, and taking into account the specificities and the particular characteristics of each country. The second approach, on the other hand, sees the 'internationalization' and the 'globalization' as two distinct processes with different measures and requirements, emphasizing the new role of the University of preparing a globally competent workforce, and increasing the cultural homogenization of the world. The next sections will discuss the two approaches in detail.

Internationalization as a Synonym of Globalization in Higher Education

The majority of research views internationalization as the key strategy adopted by the universities worldwide to respond to the influence of globalization in higher education, considering the term "internationalization" to be the synonym of the term "globalization" in the higher education (Fosket & Maringe, 2010, p.1). In other words, internationalization is considered to be the spontaneous response of the institutions of higher education to globalization. It is defined as the set of policies and initiatives adopted by countries, educational institutions, or educational systems to implement global trends in education (Altbach, 2002, p. 6). However, the process of internationalization in higher education entails different interpretations that range from integrating international dimension into the national curricula to increasing the academic

cooperation with other universities worldwide. There are various definitions of

internationalization that define both internationalization and globalization as 'two sides of the

same coin'. Nonetheless, each of these definitions reflects a different interpretation of this

process. For example, Knight (2004), one of the most heavily cited works in this field, defines

internationalization as " the process of integrating an international, intercultural, or global

dimension into the purpose, functions or delivery of postsecondary education"(p.11). Whereas

Teichler (2004), defines the process of internationalization as the educational process that aims

to forge partnerships between universities, increase competitiveness, and increase joint research

projects (p.11). More comprehensively, Altbach and Knight (2006), describe the "traditional

internationalization" as a multi-faceted process that includes many activities such as traditional

study abroad programs, and strategic alliances that allow students to interact with other cultures,

in addition to developing national curricula by integrating international dimensions that focus on

developing students 'skills, enhancing foreign languages, and promoting cultural diversity (p.

293).

     Emphasizing the different interpretations of the strategy of internationalization, Rezaei et

al., (2018), stress that "the term internationalization" that aims to develop higher education has

different applications on the world level as each country implements it in a manner that is

consistent with its educational policy (para.5). In the same vein, Fosket and Maringe (2010),

emphasize that there are many research papers on the term internationalization in higher

education, but these papers present different "conceptualizations" for this term. Some research

papers stress that internationalization is limited to activities that enhance international

cooperation and cultural pluralism, in addition to developing national curriculum according to

the international standards. Whereas, some other research papers emphasize that the concept of

internationalization means raising the efficiency of education, and incorporating new learning strategies, in addition to recruiting international students and professors, and enhancing joint projects between universities in the fields of education and research (p. 25).

Hence, in the light of this perspective, which equates between internationalization and globalization, it is enough for the universities to enhance the academic co-operation with the other institutions worldwide, and to integrate an international approach into their curricula to fulfill the requirements of globalization in this age. An international approach to education is defined as a set of ideas taught to enhance one's perception of the world. It emphasizes the interdependence of human society and cultural diversity. Leask (2014), defines an internationalized curriculum as one that aims to "engage students with internationally informed research and cultural and linguistic diversity and purposefully develop their international and intercultural perspectives as global professionals and citizens"(p. 5).

The most important goals of this curriculum are to broaden students' horizons, develop their awareness of the world around them, and urge them to adopt more open visions to the world rather than a limited national perspective (Velayo, 2012, P. 269). In other words, this curriculum aims to provide students with the necessary skills and knowledge that enable them to live in the new global community characterized by multiculturalism. Accordingly, from this perspective, international curricula are the most important aspect of the process of internationalizing higher education. This is mainly because these curricula give sufficient information to students about their national culture and history, in addition to reviewing many other cultures to expand students' awareness. Most importantly, these curricula aim to familiarize students with the requirements of the global labor market (Ardakani et al., 2011, p. 1690).

Globalization and Internationalization as Two Distinct Processes in HE

Recently, with the acceleration of movement of people, ideas, knowledge, capital, goods, and services through national borders, there is a growing body of research that distinguishes between 'globalization' and 'internationalization' in higher education, regarding the two different processes. From this perspective, "globalization is the process by which different cultures and nations become homogeneous"(Pipia, 2017, p.17). Moreover, the university is also seen as the only institution capable of creating harmony among all cultures in the world through education (Fosket & Maringe, 2010, p.27). According to Scott (1998), globalization in the higher education cannot be considered as a more sophisticated process than internationalization or as a "higher form" of it, as they are two different processes, but there is a "linear" relationship between them (p. 124). In a more detailed manner, Scott (1999), identifies two main differences between globalization and internationalization. The first difference is that internationalization recognizes the nation-states, while globalization is a concept "positively hostile" to the concept of the nation-states. The second difference is that internationalization must take place within the framework of state policies, but globalization exceeds these limits to impose its policies (p. 37). Therefore, from this perspective, internationalization aims to enhance communication with other cultures, but within the framework of the national university system of each country, while globalization aims to remove borders between the national systems (Ulrich, 2004, p.7).

Recent research also differentiates between globalization and internationalization. Borondo (2013), asserts that although globalization and internationalization are usually used "interchangeably" to refer to the same process, there is almost total unanimity at present that these two terms have different meanings (p.10). In the same context, Varghese (2013), describes internationalization as a limited process that includes the application of skills, knowledge, and

values that are consistent with the international standers of education and are widely applied worldwide. While globalization includes the exchange of experiences, cultures, and individuals through cross-border activities characterized by multiculturalism to meet the requirements of the global market (p.9). Hence, globalization of higher education means the mobility of faculty members, students, educational programs, and institutions across borders without restrictions. It makes higher education a "global industry" that attracts many investors and students, who can afford the financial expenses of this educational service at international prices. Globalization also makes higher education an arena for competition between the universities, and the highly qualified professors (Varghese, 2013, p.11).

Similarly, Mitchell and Nielsen (2012), argue that the globalization has transformed the "core functions" of the institutions of higher education, transforming education into an exchangeable product in an open market (p. 7). Thus, integrating a global dimension into the curricula, and sending missions abroad are not enough to establish a global or international university, or even to fulfill the requirements of globalization in this age. According to Torres (2015), "there are five key dimensions that need to be incorporated in any analysis of the role and functions of global universities. They are global learning, global research, global reputation building, global engagement and global service" (p. 274). He describes the global universities as the universities that seek to provide education of a global nature to attract students from all over the world. Accordingly, the type of services provided by these universities exceeds the borders of the country in which the university is located. These universities can also diversify their sources of funding by receiving donations from their graduates who wish to fund some educational programs in the university, regardless of their nationality (Torres, 2015, p. 275).

In this context, one of the most significant manifestations of globalization in HE is the cross-border education. According to Varghese (2013), "cross-border education has become the means to globalize higher education" (p. 12). He asserts that globalizing higher education can be presented through four modes. The first one is the mobility of the educational course. The best example of this mode is the "E-learning-based distance education programs". The second mode takes place by the mobility of the students, where the students need to cross the borders in the "exchange and joint degree programs". The third mode is the mobility of the professors as part of an academic partnership. Finally, the fourth mode is the branch campus, which represents "the commercial presence of the provider of the educational service in another country" (Varghese, 2013, p.12). Hence, globalization of higher education can be represented through any one of these modes. However, the most common manifestations of globalization in higher education are the exchange of students and the branch campus (Varghese, 2013, p.12). This conceptual framework of globalization of higher education represents a new model of higher institutions, where students can earn degrees from various foreign institutions through global partnerships. In this sense, the higher institutions can transcend their geographical borders by expanding their educational services by having overseas programs that depend mainly on the partnerships between the educational institutions around the world.

Thereupon, this perspective sees internationalization as a process that attempts to incorporate wider world views into the national curriculum. It aims also to broaden the scope of the national universities' academic research by including international perspectives, offering activities that can encourage the interaction between the national students and students from different cultures. In other words, it is a process that emphasizes the relationship between and among nations, people, cultures, institutions under the national context of each country. While on

the other hand, globalization in higher education stresses the concept of the worldwide flow of people, ideas, educational programs, and cultures without constraints.

Negative Attitudes towards Globalization in HE in the Middle East

A wide range of research in the Middle-East uses the term 'internationalization' rather than 'globalization', viewing globalization in higher education, in the sense of enhancing strategic alliances with cross-national universities, as an attempt of the western countries to expand their presence into the Middle East. Some opinions view globalization as a reflection of the state of inequality in the world, and it also transforms the institutions of higher education into commercial firms like the American fast-food chains around the world (Altbach, 2003, p.3). Brandenburg & De Witt (2011) emphasize that globalization is associated with economic benefit, and it has a "negative connotation" in people's minds (p.16). They state that "this formula sees internationalization as "good" and globalization as 'evil' " (Brandenburg & De Witt, 2011, p.16).

This attitude is apparent in the academic research in the Asian and Arab countries. Although very little research has been done about the attitudes towards globalization in higher education in the Middle East, the results of this research show a strong fear of this phenomenon, especially in the field of education. For example, referring to higher education in Iran, Rezaei et al., (2018) emphasize that globalization leads to promoting American values and lifestyles within Iranian society, and it also leads to polarizing the world towards a single culture. Moreover, it makes education a global business. Accordingly, the process of internationalization is the optimal process for developing the higher education to face the challenges of the current era, as internationalization means mutual exchange and mutual understanding between countries, and it does not lead to the dominance of a single westernized culture (Para. 8)

Some other Arab studies view that globalization as a threat to the Arab language and the national identity. Baburajan (2011), sees that globalization of HE in the United Arab Emirates represents a real threat to cultural identity and cultural heritage. He stresses that "globalization of HE is destroying the unique cultural identity of Emirati society instead of preserving and promoting it"(p. 34). He emphasizes that the curricula in the branches of foreign universities in the UAE do not provide students with any information about their national history or their cultural identity. Hence, they do not help in enhancing the Emirati values or developing patriotism (Baburajan, 2011, p. 34).

Similarly, in a study in Jordan to investigate Jordanian higher education faculty members' attitudes towards the phenomenon of globalization and its effect on higher education, Ateyat and Gasaymeh (2015), assert that "most of the participants" believed that the institutions of higher education in Jordan should face the destructive impact of globalization on the national identity, culture, and heritage (p.1). In the same context, Bubtana (2007), mentions many negative aspects of globalizing higher education. He asserts that globalization in HE may lead to the absence of the national universities in the long run due to their weak financial capabilities, and their inability to compete internationally (p.13). Bubtana (2007), also emphasizes that globalization my led to increasing the educational fees in a way that citizens in poor countries cannot afford. This, in turn, leads to the spread of illiteracy and unemployment more and more. Moreover, globalization of higher education makes education a commercial commodity instead of being a human right (p.2).

More comprehensively, Lieber and Weisberg (2002), emphasize that many people in the Arab countries see that the globalization of culture poses a grave danger to the independence of countries, as it leads to the domination of international organizations such as the World Bank.

These concerns appear clearly in the last period through the "violent demonstrations" by some Arab activists in opposition to the participation of Arab rulers in the meetings of international organizations (p. 274). This, in turn, is reflected in the general attitude towards globalization in education in the Arab World, as most Arab leaders see this phenomenon in education as a destructive force that seeks to spread a new type of "colonialism" because it promotes the supremacy of one opinion and one culture, and it does not encourage the establishment of a common dialogue between peoples (Lieber & Weisberg, 2002, p. 281).

On another level, some Arab scholars view that globalization is a threat to the Arab language. Ateyat and Gasaymeh, (2015), emphasize that one of the main challenges of globalization is its threat to the national language of the Arab world because the English language becomes the main language of instruction in the institutions of higher education in several Arab countries (p.1). Ateyat and Gasaymeh, (2015), assert that many Arab thinkers reject the idea of using the English language as a key language for lecturing in higher education. They believe that the use of the English language undermines Arab identity, and it also makes the new generations unable to use their mother tongue (p.1). They also warn against the branches of foreign universities in Arab countries because they represent a real threat to Arab culture (Ateyat and Gasaymeh, 2015, p.1). In addition, many Arab thinkers believe that the brain drain is one of the most important negative effects of globalization on the university and that globalization is also the only one responsible for this phenomenon. "Brain drain " is a term that means the migration of scientists and thinkers from their homelands in search of job opportunities that provide them with a better standard of living, which is always from developing countries to developed countries (Jauhar, Ghani, & Islam, 2016, p.27). Hence, Many Arab thinkers believe that the World Trade Organization agreements have led to the disappearance of national borders

in front of individuals with high qualifications, where borders are opened to them in the West, while their homelands lose this intellectual and scientific wealth (Konza, Schyegh, & Wishnitzer. 2014, p. 89).

Despite this rejection of globalization in general in the Middle East, it is very important to emphasize that in some Arab countries where there are real efforts to eradicate fundamentalist thought, such as Egypt , Lebanon, and the UAE, there is a large group of "moderate" Arab scholars and thinkers who welcome globalization in all fields, especially education, and they actively call for the application of globalization, as it brings many benefits to developing countries, and they assert that globalization does not necessarily lead to the loss of the Arab-Islamic identity, but rather encourages the acquisition of sublime values such as the rejection of religious fanaticism and acceptance of others (Najjar, 2005).

The Importance of Developing Teacher Education in the Context of Globalization

In the light of the theoretical framework of this research, this study suggests that globalization in higher education in terms of enhancing the mobility of students, professors, and educational programs does not lead to imposing one particular culture or ideology on others. Hence, it does not represent a threat to the national identity of any country. On the contrary, it is a necessity for the 21stcentury learner, especially in teacher education. With the rapid pace of globalization in the new millennium, the growth of the global economy, and the increasing problem of the international migrations, globalization in the teacher education, and facilitating the mobility of the prospective teachers, faculty members, and educational programs became a pressing need to broaden the scope of the field of education to prepare the teachers for their new responsibilities. Delors et al., (1998), emphasize that the world today in the twenty-first century needs a more open culture that helps in promoting cultural diversity, democracy, equality, and

citizenship. Hence, teachers play a significant role in changing the prevailing intolerant cultures by spreading the values of tolerance and acceptance of others among students (p.142). Likewise, Hamid et al., (2018), believe that the teacher's primary mission is to shape the personality of students and provide them with the knowledge and skills they need to face the ongoing world changes, especially globalization with all its challenges.

Along the same lines, Zhao (2010), finds that " teachers need to have a broad understanding of globalization and its impact, education practices and systems in other countries, and global economic integration and interdependence"(p.426). Hence, he emphasizes that teacher education programs should have a paradigm shift in its content and target to serve the global community rather than the local one. He explains that the world in this era needs this paradigm shift in teacher education because we have to prepare teachers to work in any country in the world in the context of globalization (Zaho, 2010, p. 428). Similarly, Roberts (2007), supports "the integration of an interdisciplinary international knowledge base, global networking, and cross-cultural experiences such as study abroad "(P.10) in the programs of preparing teachers. In the same way, Bruce et al., (1991), affirm that raising awareness of global integration is one of the most important challenges facing teachers today. Therefore, a global perspective must be incorporated into teacher education programs to help students understand different cultures without being influenced by any prevailing stereotypes by providing study programs for teachers in foreign universities, and providing teachers with opportunities to have training courses in international schools that serve multiple cultures.

In the same direction, several studies emphasize the importance of educating pre-service teachers in a way that promotes cultural diversity. Yuan (2017), confirms that the development of cultural awareness is one of the things that must be emphasized in teacher training programs,

stressing that teacher education programs must contain curricula that encourage diversity and cultural pluralism. He states that "it is central to educate pre-service teachers and students in teacher education programs in a culturally responsive way" (Yuan, 2017, p.9). Similarly, Torres & Dorio (2015), argue that programs of global education will help teachers and students to develop a better understanding of human existence and a comprehensive perception of social, cultural, and economic factors that control people around the globe (p.1-2). In the same context, Bosio and Torres (2019), criticize the current practices in the educational institutions, emphasizing that there is a lack of interest and lack of understanding of the goals of globalization in education (p.753).

Thus, it is clear that the inclusion of international perspective into the teaching, learning, and research activities of the institutes of the teacher education, or developing the teacher's cultural awareness in a theoretical way through the curricula of their countries are not enough to educate the teachers in a culturally responsive way in this era or to prepare a globally competitive workforce. Globalizing the teacher education in terms of providing opportunities to the prospective teachers to view and deal with other cultures, enhancing academic exchanges, and having collaborative programs with other cross-national universities worldwide became an inevitable step in this era to achieve quality education for the teachers and to boost global development. Most importantly, the close relationship between the international economic market and the higher educational systems today, and the rise of the global schools worldwide are requiring the institutions of teacher education to pay great attention to their quality of education as well as to the offered specializations to respond to the global trends of education.

Actual Global Reforms in Faculties of Education in Egypt and Current Challenges

Research shows some significant initiatives and calls for reforming teacher education in Egypt in the context of globalization. The first one is initiated by the World Bank in 1996. This initiative emphasized the need to "improve the quality of pre-service programs, focusing on inputs (including the quality of students who enter these programs), processes, and outputs"(Ginsburg & Mogahed, 2011, p.8). This project prepared a fifteen-year plan that was supported by a series of operations over 10 to 15 years (Ginsburg & Mogahed, 2011, p.8). In the same vein, the Egyptian government held a conference also in 1996 under the title "National Conference on Developing Teachers' Preparation, Training, and Welfare." This conference represents another important initiative for reforming the faculties of education in Egypt. This conference was more than a mere call for the reform because it identified the four main limitations in the programs of the faculties of education in Egypt. First, the unsatisfactory standard of teachers' subject knowledge. Second, the teaching methods that do not provide any opportunity for active student learning. Third, the purely theoretical content of the teacher education courses that do not include any practical knowledge. Finally, the poor methods of training and evaluation (Ginsburg & Mogahed, 2011, p.8). Similarly, in (2002), the Mission of the US Agency for International Development in Egypt (USAID/Egypt) stated in its report that "pre-service teacher training [should be] radically reformed in the faculties of education to meet new professional standards, … [including instituting] new admissions, screening, basic skills testing, and graduation requirements" (Aguirre International, 2002, p. Iii as cited in Ginsburg & Mogahed, 2011, p.8). According to Ginsburg & Mogahed (2011), all these proposed reforms are under the global teacher education reform discourses of the last decade of the 20th century and the first decade of the 21st century (p.9). However, despite all these efforts the reform of the

teacher education in Egypt in the context of globalization focused mainly on "improving assessments of entrants and graduates, increasing a focus on practice versus theory in coursework, expanding the amount of time devoted to field experiences" (Ginsburg and Mogahed, 2011, p 18). Moreover, the research on teacher education has consistently concluded that despite more than two decades of global reforms, little has changed in the programs of preparing teachers in the faculties of education in Egypt in terms of the skills, teaching methods, pedagogical content, and ways of assessment. Ginsburg and Mogahed (2011), for example, claimed that "there has been no attempt to review or upgrade teacher preparation programs at teachers' colleges since the first college…was established in the 1950s" (p.9). Similarly, Zaalouk (2016), states that:

> Minor changes have occurred in teacher education programs since 1952. The traditional programs' structure is still dominant; the overall breakdown of programs is as follows: 20% pedagogy; 75% academic subjects; 5% languages. Curricula at universities are not updated and lack innovation, critical thinking, reflection and problem-solving. According to the Trends in International Mathematics and Science Study TIMMS, MOE results in 2010, around 68 % of pre-school and primary education teachers in Egypt were considered qualified. (Zaalouk et al., 2016, p. 26)

Moreover, according to Abdullah (2011), students in the faculties of education in Egypt, in general, lack many of the skills and academic requirements, such as being able to speak English, deal with different technological means, and use libraries. All these difficulties make them incapable of being independent learners and being lifelong learners. Besides, "teacher education programs in Egypt need to be updated to address the new literacy practices related to

both the web and EFL, which may foster lifelong learning skills" and continuous professional development (p21).

Most importantly, the learning and teaching methods in these faculties are also outdated. Until today, the lecture is used as the main mood of instruction, and assessment methods are always paper based. Moreover, the teaching methods followed foster memorization and rote learning (Abdullah, 2011, p.22). In her book *the Critique of the Fundamentalist Mindset*, Abousenna (2015), one of the prominent liberal professors in the faculty of education at Ain-Shams University, criticizes all the learning theories that the professors adopt for preparing the programs of the faculty, regarding these theories as the main reason behind creating generations of isolated and single-minded teachers. She emphasizes that the professors in the faculties of education in Egypt used to adopt the theories that regard education as a way to safeguard society against change. They limit the process of education to a mere process of memorizing and regurgitating facts, which has nothing to do with building the character or understanding the surrounding environment (Abousenna, 2015).

Further, all these practices contradict with the standards adopted by these faculties that focus on revising the undergraduate study programs to cope with the global, international standards as well as the national needs, and providing high- quality education according to regional and global requirements (Ain Shams University, 2020, Alexandria University, 2018, Assuit University, 2016). These practices also contradict the content of the methodology courses that students study in these faculties. In support of that, Abdullah (2011), stresses that teaching methods in colleges of education in Egypt do not help students to adopt the modern concepts of education. These traditional methods also do not help students to develop the skills of critical thinking and analysis. Furthermore, these outdated methods contradict the modern theories of

education that the student learns in the curricula of these colleges, which are highly critical of traditional teaching methods and learning theories that depend on memorization and retrieval of information (p.33).

On the cultural level, Lacina and Sowa (2005), assert that pre-service teachers from different countries including Egypt tend to be isolated within their own cultural, religious and socioeconomic backgrounds (p.72). Even though all the global education frameworks emphasize the importance of broadening the knowledge of the pre-service teachers by familiarizing them with the different cultures around the world through their academic coursework, to develop a critical understanding of diversity, and to integrate culturally responsive teaching strategies into their classrooms (AACTE, 1989). However, in Egypt specifically, this approach to education creates a significant debate that has a political dimension in higher education in general and teacher education in particular due to the key role that the teachers play in shaping the new generations. This multicultural perspective of education creates a vigorous dialectic between the liberal educators and the Islamist educators who belong to various Islamist groups and have been working systematically to control Egyptian education. The liberal educators assert that "Education in Egypt, as a multicultural, multiethnic, and multi-religious society, is supposed to encourage a greater openness towards others who have different cultural, social, ethnic, racial, or religious backgrounds" (Atta-Alla, 2012, p. 479). On the contrary to this opinion, the Islamist educators say that the dominant culture in modern Egypt is the culture of the Muslims because they are the majority. Hence the ultimate aim of education in Egypt is to promote the Islamic values only (Atta-Alla, 2012, p. 479).

Consequently, and since the Islamist groups used to have the upper hand in the ministry of education for long years, the Islamist single-minded way of thinking prevailed the education

policies, curriculum, pedagogy, schools, and university system. In emphasizing this point, Cairo

University President Mohammed Elkosht in 2017, asserts that for 50 years, the Islamist groups

worked their way deep inside colleges and replaced the ideal content offered to students by one

based on obedience and regurgitation (Jamal, 2018). Similarly, Abbousena (2015), describes all

the practices of the Islamist professors in the faculty of education to impose their perspectives

and their viewpoints on prospective teachers as a conspiracy for destroying the Egyptian mindset

(p.37). It is also important in this context to refer to the fact that there is a political contestation

over the projects of educational reform in general in Egypt. There are broad sectors of the

Egyptian people that object to the projects of the government to reform education, especially the

initiatives offered by the World Bank and USAID. Many in Egypt believe that these projects are

the result of a conspiracy against the Egyptian people, and there are hidden agendas behind these

projects that seek to undermine the Egyptian identity (Mazawi & Sultana, 2017, p.15)

More recently however, research shows that there are some serious efforts for enhancing

international cooperation in some faculties of education in Egypt. The Faculty of Education at

Assuit University, for example, has established the International Cooperation Unit. The main aim

of this unit is to promote international relationships in the field of education, and to promote the

exchange of researchers. (Zaalouk, Sultana & Bradshaw, 2016, p. 51). In the same vein, in 2012,

the faculties of education of Helwan, Alexandria, and Assuit Universities also participated in an

international project entitled "Capacity Development of Faculties of Education CDFE in

International Approaches to Teacher Education". The project focused on learning from good

practices from the European Union (EU) in three strategic areas: action research, practicum, and

Continued Professional Development (Zaalouk, Sultana & Bradshaw, 2016, p.5). However, this

project adopted the approach of internationalization rather than globalization, emphasizing the

importance of respecting the principals of international co-operation and the cultural differences between the participating countries (Zaalouk, Sultana & Bradshaw, 2016, p.7).

Context of the Study

This section provides a quick overview of the faculties of education in Ain Shams University, Alexandria University, and the Graduate School of Education in the American University in Cairo as being the narrower context of the study, shedding light on some of their socio-historical, cultural, educational, and regulatory aspects. I believe that the clarification of these contextual aspects will help in broadening and deepening the understanding of the phenomena under discussion, adding a realistic dimension to the study because Teacher education is not the same in all countries. Moreover, it is intrinsically linked to the general policies of the whole country.

Brief history of the establishment of the Faculty of Education in Ain- Shams and Alexandria Universities.

Historically, according to Ali and Hassan (1983),"teacher education was established in Egypt at the pre-university level in 1880 by establishing the Teachers' High School, which had two separate sections for male and female teachers" (as cited in Ginsburg & Megahed, 2011, p.6). In 1929, The Ministry of Education transformed the Teachers' High School into an institute of higher education for improving the quality of teacher education. This institute was known as the Higher Education Institute for Male Teachers, and it continued to perform its mission of preparing teachers until 1949, when it was annexed in 1950 to the university of Ibrahim Pasha El-Kabir (Ain Shams University now) upon its establishment. It is worthy to mention that there was also the Institute of Education for Female Teachers that was founded in 1933 and was annexed to Ain- Shams University in 1955 as the Women's College of Arts, Sciences and

Education. This college is still working until today under the same title, and it is still assigned to the female students only as well (Megahed, 1996). On September 15, 1962, the Male-Teachers' College was established in place of the Higher Education Institute for male teachers. However, at the end of 1970, the name of the Male- Teachers' College has been changed to the College of Education, and it started to accept both male and female students. Similarly, the Faculty of Education was founded in Alexandria in 1966 under the name of the Teachers' College, but its name was changed to the College of Education later (Shafaff [Egyptian Universities' Network], 2019; Ginsburg & Megahed, 2011). The other faculties of education were established after 1966 in the different governorates of Egypt like the faculty of education in Tanta (1969), Assiut-Minia (1970), Mansoura (1973), Menoufia (1976), Zagazig (1974), Zagazig-Benha (1976), Helwan (1982), and Cairo-Bani-Suef (1988) (Ginsburg&Megahed, 2011). Hence, the Faculty of Education in Ain- Shams University and its counterpart in Alexandria University were the first two faculties of education to be established in Egypt.

   Curricula and regulatory system.

   It is important to mention that all the faculties of education in Egypt adopt both the regulatory system and curricula of Ain Shams Faculty of Education since it was the first one of its kind to be established in Egypt. Ginsburg and Megahed, (2011), emphasize that "... curricular framework at Ain Shams University and a similar one used for post-graduate, pre-service, secondary teacher education were adopted by other faculties of education established in other government universities in Egypt" (p.7). In general, according to Saheefat El-Tarbia [Education Journal] (1968), Ain Shams Faculty of Education offers four-year of pre-service, secondary teacher education programs for undergraduate students, in addition to a post-graduate diploma of education for the graduates of arts and sciences departments, who want to work as teachers (as

cited in Ginsburg & Megahed, 2011, p.7). Undergraduate curriculum includes courses in both arts and science, depending on the teaching subject area, and the educational courses. The educational courses include Social Foundations of Education - Philosophical Foundations of Education - Education History and the Education System in Egypt - Education and Societal Problems - Comparative Education - Educational Administration - Teaching Methods - Educational Technology and Teaching Aids - Curriculum - Psychology of Development - Educational Psychology - Psychological Hygiene and Social Psychology - and Field Experience that requires the students to work in a school for one day per week throughout the program (Ginsburg & Megahed, 2011, p.7). Like the general system of the higher education in Egypt, "each academic department within the faculty is chaired by the head of the department, but all decisions taken within each department should be endorsed by a college board chaired by the dean and consisting of heads of departments and some representative professors who meet monthly" (Abdallah, 2011, p. 27). Moreover, all the educational courses are delivered in Arabic, and the lecture is used as the main mode of instruction due to the large numbers of students. Besides, the teaching methods are mostly teacher-centered, fostering memorization and rote learning, and assessment methods are always paper-based. (Abdallah, 2011, p. 30-31). However, rote learning prevents the development of academic skills for higher education, such as analysis skills, criticism, and research. Most importantly it encourages closed attitudes.

> ### *The educational environment in the Faculties of Education.*

Today the faculty of education is considered as one of the top faculties in Egypt after the faculties of Medicine and Engineering. Hence, due to the increasing number of students who make the faculty of education their first choice, the required minimum scores of the applicants in the Secondary stage have been raised recently reaching 93% (Abdallah, 2011, p. 30- 32).

Moreover, all the faculties of education work seriously to renew and modernize their infrastructure and buildings to accommodate the large numbers of students. Besides, the faculties of education aim also to establish a link between the university and the society to achieve the main social and sustainable development objectives. Furthermore, the faculties of education work to achieve the following goals: preparing the high school students for the education profession; raising the professional and scientific level of workers in the field of education; preparing specialists in various educational fields; conducting research and studies in the different fields of specialization in the college; contributing to developing and spreading modern educational trends; exchange experiences and information with Egyptian, Arab and international educational and cultural institutions and cooperate with them in dealing with common educational issues; providing technical advice in various fields of specialization; solving the educational problems in the local environment and society in general; and finally enhancing the relationship between the college and the various institutions of society and providing scientific advice to all who request it (Shafaff [Egyptian Universities' Network], 2019; "Faculty of Education", n.d).

However, despite the great popularity of the faculties of education in general, and all the reforms that these faculties were keen to implement lately, as an undergraduate student in the Women's College of education, and a post-graduate student in Ain- Shams Faculty of Education, the students used to suffer from the following problems: the traditional, repetitious, fragmented and redundant content of the educational courses that seem disconnected from one another, and disconnected from the educational reality in Egypt and the national needs; the ineffective and traditional teaching methods; the inappropriate assessment methods that test memory rather than skills and understanding; the little use of ICT (Information and Communication Technology) as

all the laboratories are badly maintained, and the computers tend to be old, unused, or used only

for non- teaching purposes. The postgraduate students also used to complain of the poor libraries

as all the libraries are poorly stocked, the books are unrelated to the learning processes, and the

librarians are very aggressive with the students. Also, the learning environment, in general, are

unattractive as many school buildings are aged and require a lot of maintenance to ensure their

safety to ensure student safety. Most importantly, most of the student activities are politicized

and the campus security used to interfere to resolve the frequent clashes between the students.

The Graduate School of Education at the American University in Cairo

The research was conducted also in the Graduate School of Education at the American

University in Cairo. The Graduate School of Education was established in 2006 " to .promote

equity and excellence in education in Egypt and the region" (The American University in Cairo

(AUC), 2016). As a private university, the American University in Cairo has established this

school to "contribute to education reform by providing theoretical and applied components

needed to build the capacity of professionals and policymakers in the education system" (AUC,

2016). The mission of this school is to serve as a catalyst for educational reform in Egypt and the

Arab world by fostering communities of educational reformers, promoting educational research,

and preparing educational professionals for all levels (AUC, 2016). The school works also to

promote international standers of education, academic activism, and global Understandings

(AUC, 2016). The GSE consists of various academic and professional development programs, as

well as research centers. The GSE offers the following programs:

"Undergraduate Minor in Educational Studies, Graduate Diploma in International and

Comparative Education, Graduate Diploma in Educational Leadership, Graduate

Diploma in Inclusive Education, MA in International and Comparative Education, MA in

Educational Leadership, MA in Educational Leadership (Blended Format), and Master in

Education for Teaching and Learning" (AUC, 2016).

All these programs are delivered in English. The GSE also enjoys highly qualified

faculty members of different nationalities. Most of the students are Egyptians, but there are also

international students. The average class size is 15 to 20 students, and all the classes are well

equipped. Moreover," to promote new pedagogical approaches that encourage student

collaboration and active learning, the Graduate School of Education (GSE) recently opened an

interactive classroom that includes multiple flat-panel display projection screens (LCDs). This

interactive classroom is the first-of-its-kind in Egypt" (AUC, 2019). Most importantly, the GSE

adopts participatory pedagogies that promote knowledge, critical analysis, and the 21st century

skills.

Conclusion

This chapter presented a review of the different viewpoints towards globalization and

shed light on the controversy surrounding the concepts of globalization and internationalization,

in addition to clarifying the positives of globalization in the field of higher education in general

and teacher education in particular, and reviewing similar research conducted in the countries of

the Middle East and the Arab Gulf states that reflected negative views on the globalization of

higher education. Also, this chapter focused on reviewing the results of research conducted on

the Egyptian Faculties of Education, which showed that the education in theses faculties does not

comply with the requirements of globalization at the present time and is not compatible with the

state's vision for developing higher education, and also does not match the tremendous

development that occurred in the field of education in all countries of the developed world in the

context of globalization. This chapter also reviewed the history of the government colleges of

education in Egypt and the educational climate in them, clarifying the huge difference between education in these colleges and private colleges in Egypt, which are keen to keep pace with educational developments in the context of globalization. Most importantly, in this review of literature the researcher relied on research and scientific articles that are heavily cited in scientific research on globalization, in addition to the reports and documents issued by the Egyptian government through its official websites on the Internet, as this confirms the credibility of all of the research and reports that have been mentioned in search.

Therefore, the situation in Egypt reveals a clear contradiction between the governmental policies that encourage the globalization in higher education, especially the partnerships with foreign universities as an effective way for reforming the higher education on one hand, and the current reforms in the faculties of education that are still traditional and limited on the other. Moreover, the review of the literature indicates that there are different views of globalization and its implications in the higher education, and there are also a lot of fears and concerns about globalizing the higher education in the Middle East. Some views tend to see both internationalization and globalization as the same process, but it has different interpretations according to the political and cultural context of each country. While some other views tend to differentiate between the two processes, viewing the globalization in higher education as a real threat. These findings raise questions about how the professors of the faculties of education in Egypt define globalization and its implications in the higher education, and how they plan to develop the teacher education in the context of globalization. Hence, there is a need for exploring the cultural attitudes of both the professors and the students of the faculties of education towards the globalization and its implications in the higher education as we have a

lack of literature that discusses this topic despite its importance as it may represent a real

obstacle for the reform projects.

CHAPTER 3

Methodology

The previous chapter discussed the theoretical framework and the previous studies that contributed to enriching the discussion of the topic in question. Hence, this chapter will focus on the methodology of the study, including methods for compiling data. Also, the research sample and limitations will be discussed.

Method of the Study

This study follows a qualitative design, in which fieldwork was conducted to hold face to face interviews, exploring the attitudes of both the professors and the students of the faculties of education towards the phenomenon of globalization in three of the most prestigious universities in Egypt, namely; Ain- Shams University, Alexandria University, and the American University in Cairo, through individual interviews. It was important to listen to the personal opinions of those in charge of running these colleges and their views on developing education in their colleges, as well as the opinions of students. Therefore, the researcher was interested in the opinions of the deans and the assistants of the deans, as they are the actual ones responsible for implementing the state's plans. It was also important to listen to the students 'opinions to know their opinions about the quality of the education they receive at these colleges and its compatibility with the requirements of globalization. According to Kahn and Cannells (1957), "We use the term interview to refer to a specialized pattern of verbal interaction-initiated for a specific purpose, and focused on some specific content area, with consequent elimination of extraneous material" (as cited in Mishler, 1991, p.9). Also, documents were used to analyze the various views towards globalization that the students study through the curricula of these faculties.

The qualitative design is best suited to facilitate an in-depth exploration of the attitudes towards the phenomenon under study; i.e., Globalization. According to Creswell (1998), "Qualitative research is an inquiry process of understanding based on distinct methodological traditions on inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports details of informants, and conducts the study in a natural setting" (p.15). Similarly, Holloway and Wheeler (2002), emphasize that "qualitative research allows researchers to deeply explore behaviors, different perspectives, and life experiences to discover the complexities of the situation through a holistic framework" (p. 296).

Strategy of inquiry.

This study utilizes the phenomenological approach as the aim of the researcher was to collect data from the participants to develop a description of the experience, which "consists of "what" they experienced and "how" they experienced it" (Mustakas, 1949). According to Creswell and Poth (2017), "a phenomenological study describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon. Phenomenologists focus on describing what all participants have in common as they experience a phenomenon" (p. 76). Furthermore, Phenomenology is solely concerned with the study of the experience from the perspective of the participants, which is the aim of the researcher. Besides, this methodology is designed to be less structured to enable the participants to speak freely about their experience and describe it precisely (Moran, 2019). Thus, the phenomenological approach was the best strategy because the less structured interviews were effective in maximizing the depth of the information that were collected from the professors and the students through interviews.

Sampling.

The purposive (purposeful) sampling technique was used in this study, where the selection of "representative individuals" was done to reveal the perspectives of these "individuals to a population" (Creswell, 2012, p. 206). According to Erlandson, Harris, Skipper, and Allen (1993), "purposive and directed sampling through human instrumentation increases the range of data exposed and maximizes the researcher's ability to identify emerging themes that take adequate account of contextual conditions and cultural norms"(p. 82). The participants were from the students and professors of the Faculty of Education at Ain-Shams University, Alexandria University, and the American University in Cairo. The initial sample was intended to be 30 participants, and the researcher was able to conduct interviews with 26 participants, which is the actual number who agreed to participate. All the interviews were conducted in Arabic (face to face or by phone conversation) then the researcher translated them into English except one interview that was sent in English to the researcher via e-mail by a foreign professor. Participants were given numbers and pseudonyms to preserve confidentiality.

This sample also included a number of the present deans and department heads being more aware of the policies of the universities. Concerning the professors, I first took their permission via email. My name and my affiliation with the AUC were provided. Also, the reason for my research and how information can be obtained (Via interview, email, or phone -call) were provided. The rest of the sample was chosen at random, where emails were sent to students, with the aid of the secretary of the department, to ask if they could participate in my research.

I also resorted to snowball sampling as I was unable to email the students at Ain Shams University and Alexandria University as in the governmental universities the secretary of the department has only the email addresses of the faculty members. According to Creswell (2012)

Snowball sampling (also known as chain-referral sampling), which is a non-probability (non-random) sampling method, is used when the "researcher asks participants to recommend other individuals to be sampled" (Creswell, 2012, p. 209). Hence, I asked the professors who are interviewed to nominate some of their students to participate in the research according to their will. Most importantly, all the participants were told that the researcher will not disclose their name unless they would like otherwise.

Table 1: Sample Description

Number of interviewed participants in each faculty of education

Number of participants (11 professors and 15 students)	Faculty of Education
10 (5 professors & 5 students)	A (Public university)
10 (5 professors & 5 students)	B (Public university)
6 (1 professor & 5 students)	C (Private university)

Table 2

Participants coded by University

Participants	University
1,2,3,4,5,6,7,8,9,10	A (public)
11,12,13,14,15,16,171,18,19,20	B (public)
21,22,23,24,25,26	C (private)

Table 3

Participants coded by numbers and pseudonyms

Professors & students' numbers	nationality	gender	Age	pseudonym	Academic rank	Position	Institution
1	Egyptian	female	+60	Jehan	Emeritus professor	Former head of department	A
2	E	male	+50	Mohab	professor	Current dean	
3	E	male	+50	Hassan	professor	Current dean Assistant	A
4	E	male	+60	Mohammed	Emeritus Professor	Former head of department	A
5	E	male	+50	Medhat	Professor	Current head of department	A
6	E	female	+40	Nahed	Phd student	Instructor	A
7	E	male	+30	Raheem	Phd student		A
8	E	female	+20	Sherine	M. A student	instructor	A
9	E	male	+20	Ahmed	Undergraduate student		A
10	E	male	+30	Maged	M.A student		A
11	E	male	+50	Sherif	professor	Current dean	B
12	E	Male	+50	Hady	Professor	Head of department	B
13	E	male	+50	Qadri	professor	Current dean Assistant	B

Professors & students' numbers	nationality	gender	Age	pseudonym	Academic rank	Position	Institution
14	E	male	+50	Gamal	professor		B
15	E	male	+50	Hamed	professor	Head of department	B
16	E	female	+30	Noha	PhD student		B
17	E	female	+30	Heba	M. A student	instructor	B
18	E	Male	+30	Mohamed-Maher	M.A student		B
19	E	male	+20	Khaled salah	M.A student	instructor	B
20	E	female	+16	Norhan	Undergraduate student		B
21	American	Female	+50	Christine	professor		C
22	E	female	+30	Nevine	M.A student		C
23	E	female	+30	Sally	M.A student		C
24	E	male	+30	Samy	M. A Student		C
25	Egyptian	female	+30	Lamia	M. A Student		C
26	E	female	+20	Samar	M.A student		C

Interviews structure

The two main types of interviews in qualitative interviewing are: the unstructured interview and the semi-structured interview. However, I decided to perform semi-structured interviewing, which would allow me to keep a pre-prepared protocol for questioning while keeping the dialogue open so that we can talk about all the different aspects of the phenomenon under study from the participant's point of view. The rationale for using this type of interviews is the fact that the Semi-structured interviews are often preceded by informal interviews to allow the researchers to develop a comprehensive understanding of the topic understudy for developing

relevant semi-structured questions (Cohen & Crabtee, 2006). While I consulted an 'interview guide' or a protocol, the questions did not follow on exactly like the guide. I believe that this method allowed the participants to speak their minds freely without interruption, and it enabled me to generate more questions during the interview that provided greater insight into the issues discussed. However, all the pre-established questions were asked, and a similar wording was used from interviewee to interviewee, as the semi-structured interview guide provided a clear set of instructions for all interviewers.

Document analysis.

Document analysis was also used as a complementary data collection method in addition to the interviews. It is a systematic method for reviewing and criticizing documents, and it is a type of qualitative research in which the researcher interprets the documents under study in light of the research requirements (Bowen, 2009). And it is a complementary method in which the researcher is keen to address the same themes that have been covered and analyzed in advance through interviews in order to study the phenomenon under study in depth. In addition, this method of research, like other analytical methods I qualitative research, requires examining and understanding the data and reinterpreting it in an unbiased and objective scientific way. (Corbin & Strauss, 2008).

The rationale for using this complementary method is the fact that the professors at the governmental university in Egypt used to teach their research papers, books, and articles to the students. Hence, the curricula of the faculty can indicate the attitudes of the professors as well. Moreover, according to Bowen (2009), "the qualitative researcher is expected to draw upon multiple (at least two) sources of evidence; that is, to seek convergence and corroboration through the use of different data sources and methods" (p.28).

Most importantly, Document Analysis is often used with other qualitative research methods as a means of triangulation. Bryman (2003) suggests that "analyzing documents can bring multiple advantages to the qualitative research study. In his view they can provide information on issues that cannot readily be addressed through other methods; they can check the validity of information deriving from other methods, and they can contribute a different level of analysis from other methods" (p.150). Moreover, documents contain texts that have been recorded without interference from the researcher. Thus, this documentary evidence combined with data from interviews will help to minimize bias and establish credibility in the research. Moreover, by examining information collected through different methods, the researcher can reduce the impact of potential biases that can exist in a single study that depends on a single source. In fact, by triangulating data, the researcher attempts to provide "a confluence of evidence that breeds credibility" (Eisner, 1991, p. 110). Furthermore, the information contained in documents can provide authenticated information about the background and the context of the study, additional questions to be asked in the interviews, supplementary data, and verification of findings. Also, I believe that the cultural attitudes of the professors of the faculty of Education should be reflected in the textbooks that they prepare for the students to memorize for the final exams.

The selected document is an Arabic book titled *Recurrent Educational Visions: Globalization and Arabization* (Shehata, 2008). The author of the book is the former head of the Department of Curriculum and Instruction in Ain- Shams Faculty of education. I chose this book because it is the only book that all the students at under and postgraduate levels study about globalization in Ain Shams faculty of education, and it is also closely related to the topic of my research. Moreover, there are no other books in the curricula of the Alexandria faculty of

education to discuss this topic. I analyzed this book exploring to what extent the ideas of this book about globalization are consistent with the transformationalist theory and the new strategy adopted by the Egyptian Ministry of Higher Education to reform education. Then, the documentary data were analyzed together with data from interviews, so that themes emerged across the two sets of data.

Data Procedures

Concerning the document analysis, I obtained the book that I need to analyze from the library of the governmental faculties under study. As for the interviews, I contacted the participants according to the time and availability of both the professors and the students. I also followed the one-on-one interview method by conducting in-depth personal interviews with one respondent at a time. I preferred these interviews to be performed face-to-face to give me a better opportunity to read the body language of the respondents and match the responses; however, I left the choice to the interviewee (face to face, phone, or via e-mail). The interviews were semi-structured, and the questions were open-ended to give a space to the interviewees to speak their minds. The researcher started to collecting data in the spring semester of Spring 2020, after obtaining her IRB approval and CAPMAS approval. The researcher started by sending emails to the participants, who she managed to obtain their initial agreement to set up an appointment. Besides, a copy of the interview questions was sent via this email.

The one-on-one interviews were recorded upon the agreement of the interviewee. According to Mishler (1991),"if the analysis of speech is central to the use of interviews as research data, then an accurate record is needed of the questions that interviewers ask and the responses that interviewees give" (p.36). Most importantly, a consent form was signed in English or Arabic, according to the preference of the interviewee before the interview. Moreover, the

researcher offered a confirmation of the purpose of the research and why the perspective of the professors and students is needed in this research. Face to face interviews lasted between 20 to 30 minutes, and the interviews were conducted in both English and Arabic, which is again according to the preference of the interviewee.

Data analysis.

The thematic approach was used for analyzing the data. This approach was first developed by Holton in the 1970s and has recently been accepted as a "distinctive method with a clearly outlined set of procedures in social science" (Braun & Clarke, 2013, p. 178). Thematic analysis is a data analysis method that helps a researcher to identify themes and patterns of meanings concerning a particular research question (Braun & Clarke, 2006). According to Braun and Clarke (2013), this method involves seven steps: transcription, reading and familiarization, coding, searching for themes, reviewing themes, defining and naming themes, and finalizing the analysis. Hence, the responses of the participants in the interviews will be coded and grouped into themes to provide answers to the research questions. Interviewees were coded by numbers (1 - 30).

First, the one to one interviews were recorded via a cell phone, and then the audio files were transferred from the private cell phone (that is used only by the researcher) to the computer. The audio files were saved and kept safe on the researcher's password-protected personal computer. The audio files were then transcribed, which is the "process of converting audiotape recordings or field notes into text data" (Creswell, 2012, p. 239). Once these data were transcribed, they became "documents", which one can use for analysis to help develop a further understanding of the phenomenon under study. Then, related text segments were assigned a code label. After the initial coding process in which preliminary codes were identified and before

coding the text for themes, the constant comparison method (Corbin & Strauss, 1998) was used to develop sub-themes. In this process, the researcher constantly compared codes to codes and themes to themes both within interviews and cross-interviews to reduce redundancy and reach themes to be reported as findings. Then, the researcher read the data several times, where an analysis was conducted during each time (Creswell, 2012), to develop a more profound understanding of the information and to identify any emerging themes that are common within the data. Second, the documents were examined and interpreted, certain quotations were chosen and translated into English, and then the researcher coded the content into themes similar to the interview transcripts are analyzed.

Ensuring trustworthiness.

To establish the trustworthiness of the findings, first, I was keen to include the perspectives of both students and professors to include all the viewpoints, and to collect data from both the traditional perspective that is represented by the governmental universities and the liberal perspective that is represented by the American University in Cairo. I was also keen to combine two methods of collecting data, i.e., interviews and document analysis. This is what Creswell (2012), refers to as the "triangulation of data", which is the usage of "multiple data sources to produce a more comprehensive view the phenomenon being studied"(p.2-3).

Ethical considerations.

According to Creswell (2012), " all educational researchers need to be aware of and anticipate ethical issues in their research" (p. 22). Hence, before collecting the data, the researcher obtained IRB and CAPMAS approval. Once the research proposal was approved, the researcher commenced in collecting data. Moreover, the researcher was keen to ensure that the participants know " the purpose and aims of the study, how the results will be used, and the

likely social consequences the study will have on their lives" (Creswell, 2012, p.23). All the participants also signed a consent form. Moreover, the interviewees were assigned pseudonyms to protect their anonymity.

Scope of the Study and Limitations

First, this research is focused on the faculties of education at Ain Shams University and Alexandria University. Hence the results obtained cannot be generalizable to all the faculties of education in Egypt. However, the results of this research can serve as a primary indicator of the cultural attitudes towards globalization in general in these faculties.

Moreover, in conducting this study, the researcher faced some obstacles, the most important of which is the researcher's inability to hold meetings with leaders of the private university under study, as the researcher is a student in the same college and college regulations prohibit professors from participating in students 'research to ensure the objectivity of the research. However, the researcher believes that the opinions of professors in private universities who have practical experience in the field of globalization of education are very important opinions in enriching the research and raising awareness about the advantages of educational globalization, especially in the field of teacher education. The second obstacle was the researcher's inability to hold more than one interview with the research participants due to the large sample size (26 participants) and the professors 'apology due to their heavy schedules and the repercussions of the Corona crisis as well. Finally, one of the obstacles that the researcher faced was the reluctance of some teaching assistants and assistant professors to participate in the research because they did not want to talk about university policies. Nevertheless, the researcher was able to convince some to participate with the help of the professors and heads of departments involved in the research

Chapter 4

Findings of Document Analysis

Background

This section of the current research will analyze a book entitled *Recurrent Educational Visions: Globalization and Arabization* (Shehata, 2008). I believe that the opinions contained in this book can provide authenticated information about the background and the context of the study. After reviewing the course schedules in both government colleges under study (schools A&B), it became clear that this book is the only book that is taught about globalization for all levels of study before and after graduation in one of the academic courses under the title "Curriculum Development" in school A only, and that there are no books or other courses taught about globalization in the school B. Thus, this book is the only book that is taught about globalization in only one of the faculties of education under study. Moreover, all students in both School A and School B in the interviews emphasized that they do not address the issue of globalization in other subjects regardless of their specializations .Students buy the book from the college's bookstore at the directions of the book's author and the professor of the course as the students 'success depends on buying the book as I heard from many students in the interviews, and based on my personal experience as well, as I studied this course before during my doctoral studies in the same college where buying a professor's book was very important for professors in the college and as a general tradition in the college and the Egyptian university as a whole. Most importantly, the students take the exam in this book only to pass this course, and they are not required to do any other research or look at any other book besides this book as I heard also from the interviews with students. For example, one of the students during the interviews told me that "the book is nothing but a thorn in the neck of the student as not buying the book means that the

student will fail the exam. Accordingly, the method of teaching the book and taking the exam depends on memorizing and retrieving the information of the book only to pass the course.

 The book *Recurrent Educational Visions: Globalization and Arabization* (Shehata, 2008) is written by one of the prominent professors in one of the Faculties of Education. The author of the book held many important positions in both the college and the Ministry of Education. He is a professor in the curriculum development department at the college, and he has held the position of head of the Education Development Center at the university for some time, and also held the position of head of the permanent scientific committee to promote professors at the college, and he currently holds a position in the Egyptian Ministry of Education as a member of the specialized national councils for the development of Education. Accordingly, the opinions expressed in the book, which are considered a personal vision for the writer to develop education in the Arab world, are very important views because they may be reflected in the development of curricula in the college and in the curricula of the Ministry of Education as well as a result of the multiple positions occupied by the author of the book and his prominent role in curriculum development in the Arab Republic of Egypt.

The book is divided into an introduction and five chapters in which the author reviews his own vision for the development of education in the Arab world in the context of the challenges imposed by globalization at the present time. To analyze this book objectively to benefit the current research, the researcher has determined the topics and questions that the researcher is looking for an answer to them within the book that matches the purposes of the research. The researcher believes that analyzing this book as well as interviewing professors and students in colleges of education in Egypt will greatly help in knowing general ideas and attitudes towards

the phenomenon of globalization, which is the aim of the research. The key questions that the researcher identified to answer from within the book are as follows:

- What is the definition of globalization as proposed by the book?

- what are the advantages and disadvantages of globalization from the author's point of view? What are the implications of globalization for university education as the author sees it?

- What is the opinion of the author on the use of English as a global language used throughout the world for giving lectures and learning in general?

- What is the impact of globalization on the national and political identity as seen by the author?

- What are the author's recommendations for developing Arab education in the context of globalization?

Finally, the researcher offers a critique of the ideas included in the book on globalization (see chapter 6).

The Definition of Globalization as Presented in the Book

The author of this book does not give a specific definition of globalization as he considers that there is no comprehensive definition of globalization. The author also believes that the phenomenon of globalization does not have a specific form or mechanisms yet, as it is an ongoing process that is very complex, and has many dimensions and implications at the cultural, political, and social levels as well. In general, the author believes that globalization is a global phenomenon that contributes to increasing competition between countries of the world in various political, economic, social, and educational fields. The author also emphasizes that globalization has multiple institutions, organizations, and tools that help it achieve its goals such as the

International Monetary Fund, the World Bank, the World Trade Organization, multinational companies, and information technology. The author also believes that the current form of globalization may lead to imposing Western culture only on the rest of the world in light of the inability of the rest of the cultures in the world to compete against Western civilization, and thus, Globalization at the present time constitutes a threat to the cultural identity of each country, especially the Arab nation (Shehata, 2008, p. 67).

Hence, Shehata focuses in his definition of globalization on the concept of competition and not integration between peoples. The writer also stresses the importance of reforming the education system in the Arab world so that Arab peoples can compete in the global system and not remain in the recipient position of the cultures of Western peoples. However, despite the writer's objection to the current form of globalization, he strongly supports the goals of globalization such as providing world peace, eliminate intolerance and violence, accept the other, and develop the skill of dialogue. He also emphasizes the necessity of making a balance between global culture and local culture (Shehata, 2008, p.66). Thus, the author affirms that globalization has many negative and positive repercussions also on society as a whole and on educational institutions.

The pros and cons of globalization.

In order to answer the second question concerned with the advantages and disadvantages of globalization presented in the book from the writer's point of view, the researcher reviewed the Shehata's views on globalization in all sections of the book. These opinions were distributed among the chapters of the book according to the topic of each chapter .First, I would like to focus on the positives of globalization as presented in the book, and then on its negatives.

The positive aspects of globalization.

According to the Shehata (2008), first, the phenomenon of globalization contributes to the spread of modern technology from the economically developed world to the rest of the world. Second, it helps the Arab nations to keep up with the developments of scientific research, moment by moment, through the internet. Third, globalization enables the people in the third world to know the latest international intellectual trends and to keep in touch with the advanced world. Fourth, globalization means providing access to various information banks and obtaining archival information related to our history, civilizations, and our political, economic and knowledge realities, and those are the biggest services that the Internet provides, as the new channel for shortening the time to the university researcher in this era of the electronic communication revolution. Fifth, it makes a clear contribution to transferring, storing, and providing information to anyone who wants to use it. Sixth, globalization can benefit developing countries in the field of higher education, as the problem in countries such as Egypt, for example, is that there are a large number of university graduates but there are no jobs for them in the labor market. Thus, the synthesis between globalization and higher education will establish future specializations in the universities to meet the needs of the local market, which are compatible with the needs of the global market, and will create opportunities for a better life as well.

The downsides of globalization according to the author.

According to Shehata globalization is a project that aims to popularize American culture through the education systems that we borrow from the west. Globalization creates a state of oppression, interconnectedness, and intellectual pursuit due to technological progress, and it is an act of rape and aggression against Arab cultures (Shehata, 2008, p.182). It also creates unfair competition between secular Western educational institutions and local educational institutions in Islamic countries as is the case in opening branches of American universities in Arab

countries, Africa, and Asia. These institutions provide an opportunity to alienate the nation's generations and keep them away from their original culture. These institutions also provide advantages that are not found in others, which leads to the desire of teachers to join them and leave the national universities, for more luxury. It leads to the spread of the principles of freedom, democracy, and human rights irresponsibly and incorrectly, in a way devoid of accountability (Shehata, 2008, p.158).

The implications of globalization for higher education institutions.

The third question that the researcher asked to analyze this book is about the opinion that the author presents in this book about the implications of globalization and its manifestations in university education. Apparently, the author believes that globalization imposes on the university institution a set of repercussions, the most important of which are: changing university functions and using the English language.

Changing university functions

Shehata believes that the university has three basic functions: preparing manpower, developing scientific research, and serving community, but these tasks have changed as a result of globalization. The writer asserts that the cultural role of the university, which is closely related to the national culture of each country, has been diminished or restricted as a result of the spread of globalization. He believes that the university today is concerned with the requirements of the global labor market only and not the development of the national culture as globalization is based on global monopolistic foundations. Moreover, globalization has changed the culture of the world as a whole, as attention is directed to meeting the requirements of multinational companies and not to the requirements of the national community.

In addition, scientific research at the university has changed its goals and motivations as well, as previously, the aim of conducting scientific research was to increase knowledge and scientific progress only. But with the emergence of globalization, a major change occurred in the world of research, which led to a growing trend towards applied research and the production of knowledge that has a direct impact on economic life only.

Besides, Shehata believes that the university's mission towards society has also changed according to globalization, as the university has to face the challenge of tremendous technological development and be concerned with preparing and training the necessary technicians to keep pace with technological development besides preparing doctors, engineers and teachers only. The author affirms that globalization has led to the emergence of new jobs for the university, such as deepening the concept of social justice, serving the environment, providing students with independence and creativity, the ability to be creative, and the desire to learn continuously throughout life. More importantly, raising the student's awareness of his community and national culture in order to protect his culture from extinction and the dominance of Western culture (Shehata, 2008, P.104-106).

English language as a language of instruction.

Shehata (2008) is against the use of the English language as a language for learning or giving lectures. He believes that the generalization of the English language is one of the most destructive dangers of national identity and the most negative aspects of globalization as well. He stresses the importance of Arabizing education and not taking any other language as an alternative to the Arabic language in education in the Arab university. Hence, he calls for developing the Arabic language and taking a decisive stand against many linguistic problems such as the difference between classical Arabic and colloquial Arabic, emphasizing the

importance of promoting classical Arabic. The writer does not deny the importance of the English language as a language used throughout the world, but he confirms that the use of any alternative language for the Arab citizen leads to the elimination of creativity since the individual can only innovate by using his mother tongue only and not any other language, whatever the degree of proficiency of the individual for this language. He also condemns the fact that some universities in the Arab world have recently begun teaching humanities and social sciences in English (Shehata, 2008, p. 57- p.59).

Globalization and cultural identity:

The effect of globalization on the national and political identity of students is one of the controversial issues raised in the context of the globalization of education, and for this reason it was important to review the writer's opinion on this through his views presented in the book in question.

Shehata emphasizes that despite the multiple positives of globalization, at the same time it has negative aspects that cannot be overlooked because globalization serves the Western world in the first place (Shehata, 2008, p.99). Accordingly, the writer believes that both the schoolteacher and the university teacher play an important role in facing the negative aspects of globalization. Hence, the teacher has a great responsibility towards students, as the teacher must have an active role in guiding students politically, socially, and culturally. From the point of view of the writer also that one of the most important cultural tasks of the teacher is to establish the cultural identity of students through proficient use of the Arabic language as the main component of the cultural identity, and also to promote Arab culture in order to stand against intellectual dependency and the domination of Western culture in light of globalization (Shehata, 2008, p. 153- 155).

Globalization and political identity.

Shehata believes that the educational process is a political process in the first place, as the main goal of it is the political formation of students to serve their homelands. The author emphasizes that the concept of globalization and the concept of global citizens are concepts that lead to creating a crisis in the political identity of Arab students. In addition, he argues that the concept of global citizenship in the international community that emerged as a direct result of globalization has led to a loss of identity and moral decay, family disintegration, widespread violence, unemployment, crime, and drugs (Shehata, 2008, p.163). The author also describes globalization in education as a way for stereotyping, molding, and imposing educational systems that are alien to Arab culture, and which lead to falsifying awareness and fascination with the West and imitating it without criticism or thinking (Shehata, 2008, p.162). Accordingly, he rejects any foreign curricula. It is worth noting that the author relies in forming this opinion on the opinions of writers and thinkers such as Yusuf al-Qaradawi and Salim al-Awa (Shehata, 2008, p. 157), and they are among the prominent names and leaders of the fanatic Muslim Brotherhood group.

The recommendations presented in the book to develop education in colleges of education in the context of globalization.

Shehata (2008) stresses that the problem of education in the Arab world comes as a result of the attempt of Arab education systems to keep pace with the Western world, while they do not try to promote the Arab identity, which makes the matter turn into a "disaster" (Shehata, 2008, p.99). Accordingly, the author makes some recommendations to prepare teachers and to develop the college of education in the context of globalization:

- Focusing the curricula on the nation's heritage and establishing the cultural identity of the Arab world to face the challenges of globalization.

- Addressing any attempt to alienate culture and spread foreign values in society and Western values as well (Shehata, 2008, p.99).

- Developing Arab education to cope with the trends of open international education in a manner consistent with Arab cultural heritage.

- Emphasizing the necessity of having a university book or a professor's book (as it is called in the college) as it is one of the established traditions that achieve the desired university goals, but it is also important to provide other means of knowledge and encourage students to research (Shehata, 2008, p.107).

- Educating teachers about their effective role in political and social guidance for students (Shehata, 2008, p.169).

- Keeping pace with scientific developments and foreign experiences in teacher training in "our cultural privacy framework" (Shehata, 2008, p.239).

- Providing students with scientific research skills.

- Adopting international standards in teacher training with regard to national standards.

- The necessity of paying attention to graduate studies programs and professional career programs.

- The necessity of developing the infrastructure in colleges of education and providing technology and internet service.

- The independence of the colleges of education in determining their policy and regulations.

- Creating a committee called "a committee of trustees of thoughts" to direct students correctly in terms of their way of thinking and their intellectual attitudes (Shehata, 2008, p. 307).

- Developing the capabilities and skills of faculty members in colleges of education.

- The need to pay attention to the quality of education.

- The need to train students to establish dialogue and accept the other.

- Educating students about all the advantages and disadvantages of Western civilization to enable the students to criticize and evaluate the other.

- The importance of emphasizing the values of self-criticism and respecting the other opinion.

Chapter 5

Findings

Findings of the Fieldwork

  As this is qualitative research, the findings below are presented as themes to answer the research question that aims to reveal the attitudes professors and students of faculties of education in Egypt towards globalization. Besides, the findings provided some factors that might hinder globalization. The information gathered from individual interviews developed as a set of themes to answer both the main question and the sub questions of research. Each question was answered through themes generated by the participants in the individual interviews.

  Findings of the main question of research.

  In this section, the gathered data from interviews revealed three main themes and two sub themes that answered the main question of the research (see table 4). Each theme and subtheme are explained in detail below.

  Table 4

Generated themes under the main question of research

Main Research Question	Main Themes:
Q1: To what extent do the cultural attitudes of the professors and the prospective teachers in the faculties of education in Egypt motivate or hinder the development of the education in the faculty in the context of globalization?	- Positive attitudes towards globalization
	- Positive attitudes with reservations
	- Negative attitudes
	Sub Themes:
	- Globalization and national identity

Positive Attitudes

Ten professors and students (1,7,8 School A, 11,19 School B, 21,22,23,24,25 School C) showed a very positive attitude towards the phenomenon of globalization and globalization in teacher education without reservations: Five professors and students from public universities and five students and professors from a foreign university in Egypt. There was a consensus that globalization in general in various fields and globalization of teacher education in a particular has become a necessary and indispensable matter in this time. And they all agreed that there must be a sense of integration between different cultures, especially in light of the increasing numbers of refugees and immigrants, and also in light of the amazing development in the world of technology and the Internet, which made communication between all the people of the world inevitable. In addition, they agreed that the world is in a state of continuous development, and education is also in a state of continuous development, and therefore the old traditional view and the intolerance of each mother's culture and its rejection of other cultures will only lead to more stagnation and backwardness, especially in the field of education.

      Enhancing cultural and scientific exchange.

Professor 1, Jehan, one of the liberal professors in school A, asserts that globalization "means the unity of the planet and that technological development is how the globe is united to find commonalities between different cultures." Professor 1 Jehan also asserts that globalization is "a phenomenon without defects and that it has only advantages." As for education, she asserts that globalization "is the only way to develop education in Egypt to become a creative education that crosses the boundaries of memorization and indoctrination." She also adds that:

education reform in Egypt begins with the globalization of teacher education and the globalization of education in general, because the globalization of education allows all students from all cultures to participate in the civilization race so that the situation does not remain as it is now, since the world is divided into two halves, one of whom produces Science and the other half stands as a passive recipient.

She also gives the corona pandemic as an example to clarify her point of view. She says, "Some countries are working hard to find a scientific solution to this virus while other countries stand completely helpless." In the end, she confirms that "If there was globalization in education, all peoples of the world today would be able to work to find a solution to this problem." Participant 7 Rahim (student) affirms that "the world today has become a small village and that what is happening today in other countries affects us to a large degree." Participant 7 Rahim believes that" globalization in the field of teacher education has multiple positive effects that cannot be overlooked, the most important of which are cultural and scientific exchange and the opportunity to learn about the latest strategies followed in the countries of the world". Participant 7 Rahim also asserts that the shortcomings of globalization are few and can be easily avoided.

Electronic globalization and improving quality of education.

Likewise, participant 8 Sherine (student), who is a master's student in school A and works as a lecturer in a private university, sees that today we are living globalization in a new way, which is electronic globalization that allows students to enroll in any university around the world without leaving their homeland. Participant 8 Sherine believes that "this development in the field of education has made it very necessary to globalize education in Egypt, especially in teacher education programs, as electronic globalization has put Egyptian teachers in comparison with teachers from more advanced countries, and this necessitates the development of teacher

education in Egypt." In emphasizing this opinion, Professor 11 Sherif, who is a current dean in

school B, says that "the globalization of teacher education has become an irreplaceable matter

because globalization in education is an openness to the world to reach the latest findings of

science." Professor 11 Sherif also adds that "the advantages of globalization in teacher education

outweigh its disadvantages, especially since the disadvantages of globalization are closely related

to the shortcomings of the application." Participant 19 Khaled (student) also affirms that

"globalization has a great and good effect on government colleges, especially colleges of

education, as it has led to interest in technological development and the college's interest in the

quality of education in order to occupy a high position in the global rankings and also led to an

increase in internationalization".

       Establishing dialogue between different cultures.

       In the same direction, students and professors of the Faculty of Education in the private

university under study stress the importance of applying globalization in teacher education.

Professor 21 Christine, who is a foreign professor in school C, explains that the nature of

educational classes has completely changed, especially with the ease of travel and the increasing

immigration movement, so that one class includes many different nationalities, and this confirms

the importance of globalization in teacher education at the present time. Professor 21 Christine

says, "As the world becomes "smaller" through social media, ease of travel, etc. I believe

globalization in education is understanding that education is not just parochial (as it has been

practiced for centuries). In other words, education – especially with pre-teacher training has

focused on training local teachers to teach local students." Participant 22 Nevine (student) also

stresses the importance of establishing a dialogue between different cultures, saying,

"Educational globalization is a state of information exchange and cross-cultural convergence,

which is a good thing that leads to development and self-criticism. Participant 22 Nevine also stresses that "the defect is not in the idea of globalization, but rather the problem with us is that we are not trying to participate in the race of civilization, and we only want to focus on the past". Similarly, participant 23 Sally (student) says that "globalization leads to the development of education especially with the increasing numbers of immigrants and refugees, and that if there are defects in globalization, it is due to the inability of policymakers to properly implement globalization." Participant 24 Sami (student) adds that "globalization is bringing the world once again to be one unit. As it was in the past before the movements of political division. As for teacher education programs, globalization has become a necessity, so that teachers from government colleges enroll in private or foreign universities after graduation to study information and skills that they do not study in government colleges and are badly needed by the labor market. Participant 25 Lamia (student) also strongly supports this point, saying, "Globalization is the most positive phenomenon, as it makes the whole world one unit. As for globalization in teacher education, it is inevitable, especially with the spread of international schools that follow the latest educational developments and include students from different nationalities, I joined a foreign university to complete my studies so that I can get a job opportunity in an international school".

Positive Attitude with Reservations

Nine of the professors and students (2,3, 4,6,9,10 school A, 13,14,18 school B, 26 school C) from both public and foreign universities (under study) have shown a positive attitude to globalization, with some reservations, as they see that globalization, like any other social phenomenon, has positive aspects that must be focused on and other negative aspects. Thus, special rules and standards must be set to avoid these negatives.

Imposing rules and standards.

Professor 2 Mohab, a current dean in school A, defines globalization as a "very thorny" issue and we must deal with it wisely and in a more balanced way to avoid its risks. And he adds that "the fear of globalization began since the beginning of the second millennium with the emergence of the Internet and the ease of communication between individuals on the world level." Professor 2 Mohab also affirms that "today we suffer with the new generations from the effects of globalization. We have an entire generation suffering from alienation within the homeland and they do not use their language, and we as educators must try to change course and to correct the path." He adds that "the role of colleges of education is to preserve the national heritage and cultural legacies with the knowledge of the latest developments so that we do not fall behind." Similarly, Professor 3 Hassan, who is a current assistant to the dean in school A, says, globalization is a broad and unclear concept concerning education, but in all cases, we must look at the most developed countries in the field of education, to enrich the educational process, but through joint frameworks that do not affect the cultural heritage and the objectives of the College of Education for which it was established."

Professor 4 Muhammad, who is a former head of a department in school A, believes that globalization is a modern phenomenon that "has disadvantages and benefits, but we must deal with it with an open mind to benefit from the advantages of globalization in line with our traditions and culture." Professor 4 Muhammad adds that the globalization of teacher education and the globalization of education in general, including the establishment of foreign schools and universities in Egypt, must have special criteria so that this does not affect the national belonging of students and future generations. Professor 4 Muhammad also affirms that "globalization in

teacher education and education, in general, has many advantages, such as that the less fortunate countries benefit from the developed countries, and globalization also promotes good ideas such as freedom, democracy, tolerance, acceptance of others and acceptance of other peoples' cultures, all of which are very important concepts for human life in this new world. Despite this, Professor 4 Muhammad asserts that "globalization may impose concepts that contradict national customs and traditions or contradict the hopes and aspirations of the homeland, and this is what must be avoided."

Two types of globalization.

In the same context, the participant 6, Nahed, who is a Ph.D. student at school A, says, "I differentiate between two types of globalization: positive globalization and negative globalization, as positive globalization helps the individual to acquire skills and languages and helps him find job opportunities in different countries and especially in the field of teacher education, globalization gives the teacher the opportunity to obtain an international teacher certificate that enables him to work outside or inside Egypt in distinguished places and this kind of globalization I strongly encourage. On the other hand, Participant 6 Nahed says, "The second type of globalization is the negative globalization, which leads to the absence of identity and mother tongue and the acquisition of customs and traditions alien to our conservative society. This type of globalization I do not agree with, as every society has its own heritage, identity, language, and traditions that we must protect them, especially for the teachers.

Negative effect on national cultures and traditions.

Participant 9 Ahmed, who is a doctoral student at school A, also believes that globalization is a positive phenomenon, but it has some flaws, such as some negative effects on national customs and traditions. Nevertheless, he affirms that "the field of education is the field

that benefits most from globalization". Participant 10 Majed, who is a master's student at school A, thinks that globalization has become a reality and we must benefit from it as much as possible, but he says that "at the present time globalization leads to the imposition of Western cultures on the world and therefore we must open to globalization in a thoughtful and balanced manner to achieve the desired goals in the Arab countries. In the same line, " Professor 13 Qadri, who is a current assistant to the dean of one of school B, affirms that "globalization has become in everything that surrounds us, especially education, as we find today American, British, and Japanese schools in Egypt and teacher education programs must be compatible with this development to meet the requirements of the labor market and in order to provide good job opportunities for graduates, but we must take into account in the first place the promotion of our culture and Eastern values in order to achieve the required balance between what is eastern and what is western".

Undermining Arab culture and transforming education into commodity.

Professor 14 Jamal, who is a professor in school B, believes that "globalization, like any other phenomenon, has its pros and cons, but the positive aspects are more especially in the field of education and teacher education in particular because it makes us benefit from the experiences of others in other countries, especially countries that have distinguished educational systems, and nevertheless we must promote the Arab culture and eastern values of young people, and pay attention to the fact that young people in the Middle East have become accustomed to acquiring only the negative aspects of globalization and this is what we must confront" Participant 18 Maher, who is a master's student at school B, says that "globalization contributes to building the scientific aspect and the popularity of modern technology and makes competition between universities. These advantages make us welcome any cooperation with the most advanced

countries, but we must try to avoid the negative effects of globalization, such as transforming education into a commercial commodity, and this is the most dangerous thing in the globalization of education." Participant 26 Samar, who is a graduate student at school C and works as a teacher in an international school, says, "I encourage globalization greatly, as it improves the quality of education. But, indeed, education is linked to customs and cultures. In my university, for example, I feel that I am in a foreign country and not in Egypt, and even in the school that I work in, we do not salute the Egyptian flag and do not learn the Arabic language. Therefore, I encourage globalization, but with respect for traditions, the language, and history of every country to achieve the diversity that globalization seeks."

Negative Attitudes.

One professor and five students (5 school A,12,15, 16, 17,20 school B) expressed their utter rejection of globalization, and it is noticeable that all these opinions were in public universities only. There was a consensus that globalization is nothing but a new way of colonizing peoples culturally and socially, especially in the field of education. Everyone also agreed that the educational system must stem from the community itself without any foreign interference and that the teacher must embrace the values and customs of his community and instill them in the minds of students. There was also a consensus that there is no globalization, but it is just a term that Western countries export for underdeveloped countries to control them and the evidence for this is that all first world countries are very proud of their culture, mother tongue, and educational systems as well.

Threat to national security.

Professor 5 Medhat, who is a former head of a department in school A, stresses that "the phenomenon of globalization has ended and no one is talking about it anymore, and the major

countries are trying hard to stop this phenomenon because it poses a threat to national security, just as the conflict between America and China today." Professor 5 Medhat also adds that "globalization makes countries with less knowledge and science under the control of developed countries because whoever owns knowledge owns the world." Professor 12 Hadi, who is a current head of department in school B, believes that globalization "means the domination of the capitalist culture and the alienation of values, and it is looking for quality in education to meet the requirements of the labor market only and not for the development of education." Professor 12 Hadi also believes that globalization benefits strong countries more than weak ones. Professor 15 Hamed, who is a professor of history in school B, says that globalization "is the product of the Cold War that prevailed in the world in the aftermath of the Second World War, and the world today is experiencing the worst periods under the system of globalization that seeks to impose control of the great powers on the world. Now the world is facing a new unified international system or "one polar" that wants the whole world to live like the United States".

The domination of Western culture and undermining values.

Participant 16 Noha, who is a doctoral student in education at school B, supports the previous opinion and says that "the disadvantages of globalization outweigh its advantages, especially in the field of education. Because Western countries export only the worst educational systems to the countries of the Middle East." Participant 17 Heba, a student at school B, also says that globalization "is a process that imposes control of the West, especially in the field of higher education, so establishing branches of foreign universities inside the Egyptian University aims to undermine the Egyptian University." Finally, participant 20 Norhan, who is an undergraduate student at school B, believes that globalization is "one of the methods of

destroying eastern values and eliminating societal stereotypes and established customs, and it also strives to eliminate the Arab identity".

From the previous responses, it becomes clear that the general attitudes of professors and students in the Faculties of Education in Egypt encourage globalization and openness to other cultures through education, whether this encouragement is absolute or with some reservations, as there were 18 participants in support of globalization from all the colleges under study. The results also indicate that opinions opposing globalization are relatively few. It is also worth mentioning that the concept of globalization was not clear for some of the opinions who support globalization with reservations. These opinions are very few (2, 3 school A), but they are very influential as these opinions of professors occupy important leadership positions that determine the policies and directions of the college.

Sub-theme 1:

Globalization and Cultural Identity

Only one professor in a government college of education replied that globalization does not affect the national identity at all, while 17 professors and students from both public and foreign universities expressed their concern about the incorrect application of globalization that does not take into account the peculiarity of each culture and the national history of each country. On the other hand, only eight professors and students from the public university believed that globalization poses a threat to the national identity of students, and students' concepts must be corrected as this is the role of the Faculties of Education.

The importance of increasing awareness of Arab culture.

Professor 2 Mohab strongly supports the idea of openness to globalization in a limited way and under certain controls and standards. He says, "Indeed, there are generations in Egypt that do not know anything about the history of their homeland because their education was in foreign schools and this is something that makes me feel sad, but the solution in all cases is not in staying isolated from the rest of the world, but the solution is to have standards and rules for this openness, and to increase the awareness of the students to the Arab culture." Likewise, Professor 3 Hassan, believes that "globalization may pose a threat to the identity of students, but closure and isolation also pose a similar danger, so globalization must be applied within certain limits and controls." Professor 4 Muhammad, answers in the same direction, saying, "Let us think with an open mind and try to create a balance to reach the maximum benefit without affecting the identity." As for Participant 6 Nahed, she believes that "globalization can affect students' concepts. Therefore, with the application of globalization and the establishment of partnerships with other foreign universities, we must pay attention to Arab heritage and work to strengthen the Arab identity among students, as this is the role of the College of Education in the first place." Participant 7 Raheem also stresses the importance of increasing awareness of Arab culture in parallel with the application of globalization. He says, "If there is no awareness, globalization may undoubtedly pose a threat to identity because there are strong countries that can impose their culture through their cultural and educational products and based on that, then, the local cultures of the weak countries may be penetrated, so the national traditions and culture must be protected."

The supervision from the Supreme Council of Universities.

Participant 8 Sherine believes that globalization is capable of bringing about change in university education, especially in colleges of education, but with the presence of state supervision so that globalization does not conflict with the cultural and historical heritage and the general traditions of society, she says, "We already have foreign universities in Egypt and they are very successful. I hope that there will be globalization, but with the presence of supervision from the Supreme Council of Universities, and thus globalization will not affect the national identity. On the contrary, globalization will lead to the development of education."

The important role of the policymakers.

Some participants also refer to the important role of the policymakers in applying globalization in education in a balanced way without affecting the Arab identity. Participant 10 Majed believes that "we must open up to globalization in a thoughtful way and in a manner that leads to strengthening the Arab identity and this is the role of the policymakers in the university and the ministry of education, because globalization is now working to spread the culture of the stronger countries until now in the absence of Arab participation." Professor 11 Sherif believes that "If globalization is applied correctly, taking into account the promotion of Arab culture, globalization will not affect the national identity." From the same perspective, Professor 13 Qadri believes that globalization may affect the identity of students if it is only applied incorrectly and this is the role of the policymakers and the administration in the university". Professor 14 Jamal also believes that "globalization poses a threat to identity, especially the globalization of education because it creates a kind of alienation from national values and culture, but the solution is in the hands of the curriculum developers as they have to design new curricula in a way that allows openness to cultures". Participant 19 Khaled also says in support of

the previous opinions, "Globalization is a reality imposed on us now, with its advantages and disadvantages, the most important of which is the negative impact on the national identity, and education must play its role in promoting the national culture in the minds of students."

Professor 21 Christine also views that "If globalization is handled appropriately, intentionally and with integrity – it can serve to enhance national identity – while allowing for learning about the national identities of others." She adds that "I believe that a "one-world" curriculum such as International Baccalaureate (IB) is more of a threat to national identity as it does not allow for understandings of the lived experiences of the faculty or students to help inform their colleagues and classmates." Participant 22 Nevin believes that globalization may affect the identity, but it is very needed at the present time to be able to face the requirements of the labor market. Therefore, the emphasis on Arab and Egyptian identity must be taken into account in educational materials, and this is the role of the policymaker and curriculum developers at the university. Participation 23 Sally also explains that globalization does not affect the national identity if the policymaker at the university can employ it correctly. She says, "There is no correct understanding of the phenomenon of globalization because there must be a link between the concept of globalization and the concept of global citizenship, which seeks primarily to preserve cultural diversity and indigenous cultures in society and this matter can only be determined by the policymaker.

Developing a national curriculum to promote local culture.

Some other participants suggest the importance of developing a national curriculum to avoid the negative effect of globalization on national identity, and to promote the local culture. Participant 24 Sami says, "Of course, globalization will pose a threat to identity in the complete absence of Arab culture from social media, the Internet, and educational curricula. At the same

time, we cannot ignore other cultures, so we must open up to other cultures while strengthening

local cultures and religious references. We must have a national curriculum to educate students

about their culture, because isolation, under the pretext of preserving the national identity, is

illogical." Participant 25 Lamia does not see that globalization is responsible to motivating youth

to embrace foreign cultures, but the lack of awareness in society is also responsible for this

phenomenon, and therefore, education has to keep pace with globalization along with supporting

Arab identity" Participant 26 also confirms this opinion and says, "Of course globalization

affects the national identity. I notice this with my colleagues at the foreign university in which I

study inside Egypt and also with students of the international school in which I am working, as

students do not study Arabic at all, and we also do not greet the Egyptian flag in the morning

queue. The solution, in my opinion, is to place state supervision and pay attention to Arab

curricula".

Only one of the professors in a faculty of education at the governmental university

believes that globalization does not affect identity. Professor 1 Jehan says, "There is no danger to

the national identity from the application of globalization, and whoever says this is basically

rejecting the idea of globalization because he believes that his culture is better than other cultures

and does not wish to establish a dialogue with other cultures and is, in fact, a fanatic of his own

cultures."

Opposing views.

On the other hand, eight professors and students, all from the government colleges of

education, said that globalization represents an imminent threat to identity, and the only solution

is to reject this concept and to remain in isolation from other cultures. Professor 5 Medhat

affirms that "globalization is nothing but a means to undermine the internal culture and national

identity." Likewise, Participant 9 Ahmed believes that globalization "constitutes a threat to the national identity, as the concept of globalization is against the concept of national identity." Professor 12 Hady adds that globalization aims to "impose a unified cultural pattern on all cultures, which is the Western American context." And he sees that "The countries that succeeded in evading this conspiracy are those that have preserved their original culture, such as North Korea". Professor 15 Hamed also warns of the dangers of educational globalization. He says, "The most dangerous thing in globalization is cultural and educational globalization, and all countries must defend their identity as the first goal of globalization is the abolition of peoples' culture." Participant 16 Noha also strongly supports this view, saying, "Indeed, globalization means changing identity and Americanization and nothing else."

Similarly, Participant 17 Heba strongly warns of educational globalization and says, "Educational globalization in particular and the opening of branches of foreign universities will pose an imminent threat to the minds and identity of students, as these universities will draw their own plans and policies." Participant 18, Maher, also believes that globalization "has dangerous and destructive trends and changes in the Arab identity, the most important of which is the distortion of prevailing traditions and customs." Finally, participant 20 Norhan concludes by saying that "globalization and openness to other cultures definitely undermine the identity."

From the previous responses, I conclude that the majority of the participants have a fear of the effects of globalization on national identity and national and cultural belonging, but they all emphasize that the correct application of globalization and policymakers play an important role in the success of the educational globalization process in particular, as all educational partnerships take place within the framework of joint agreements between governments. As for the opinions that confirm that globalization is a threat to identity, they were relatively few, but at

the same time, they are influential, as they are the views of professors who have many students and can influence the students 'attitudes.

Sub-theme 2:

Globalization and Internationalization

Globalization and internationalization as two different processes.

Ten of the research participants from the governmental universities under study agreed that globalization differs from internationalization, preferring internationalization because it is carried out through specific projects and does not affect national belonging or identity, and the Egyptian state remains sovereign in it.

Professor 2 Mohab distinguishes between the two concepts (globalization and internationalization) and says, "I separate between the two concepts and I prefer internationalization because it is a clearer process and we have become accustomed to it. Internationalization means joint cooperation between two or more countries to accomplish a specific project with full respect for the privacy of each country. As for globalization, it is a concept that is still new and has many unclear aspects." Professor 3 Hassan strongly supports the previous opinion. He believes that globalization "is an ambiguous concept, especially in the field of education, but the concept of internationalization is a clear concept with specific dimensions and does not affect the independence of the university nor the national identity."

Participant 9 Ahmed also believes that "internationalization is completely different from globalization, as internationalization aims to develop education in accordance with international standards, while globalization means partnership with foreign bodies." He also believes that internationalization is better because it does not affect the minds of students and does not address the difference between cultures." Likewise, Professor 12 Hadi affirms that globalization is

different from internationalization, he says, "Internationalization allows respect for the national context and identity. Globalization implies the application and following foreign policies and therefore, it cannot achieve any success because the foreign partner is not aware of the nature of the Egyptian student".

Professor 15 Hamid believes that "internationalization means limited goals in the field of education and is under full supervision by the state, but globalization deviates from this context and the safe path as well." Participant 16 Noha also believes that "globalization imposes on us things that we do not want. As for internationalization, we can only take what we want." Participant 17 Heba also affirms that "internationalization is a process that takes place completely under the full supervision and control of the Egyptian University, and as such it does not contradict any other policies and does not contradict the national identity of students." Participant 18 Maher added that "internationalization is a policy that has been followed since the establishment of the Egyptian University, but globalization is a modern concept that cannot be judged now." Finally, Participant 20 Norhan asserts that internationalization leads to the development of education based on international standards, and it differs from globalization, which adopts policies imposed on us by the West."

Globalization and Internationalization as the same process.

Fifteen of the research participants from both the governmental and foreign universities under study see that there is no difference between globalization and internationalization, but internationalization is the first step in the direction of globalization as there is still a lot for the Faculties of Education at the Egyptian University to do to establish joint partnerships with other universities The most important of which are the implementation of the credit hour system and the development of the university's infrastructure and technology. There was also a consensus

among the participants that globalization and partnerships with other universities is the way to develop education at the university, as well as there should be supervision from the Supreme Council of Universities and agreement on general goals. Everyone also confirmed that partnering with the most advanced universities is the modern trend of the state under the new regime after the revolution.

Professor 1, Jehan, said, "Internationalization is a pre-globalization stage, and thus it is one of the stages of globalization, but it is a primitive stage. Unfortunately, we are still at this stage in the Faculties of Education, or even we have not yet reached it." Professor 4 Muhammad believes that "internationalization is the policies by which globalization is achieved on the ground, and it is the only way to bring about globalization." Participant 6 Nahed says, "There is no difference between globalization and internationalization. The difference may be in the quantity and not in the quality, that is, in the number of joint projects and scholarships for students, not the process itself." Participant 7 Raheem also believes that "there is no difference between globalization and internationalization, and internationalization may be one of the means to achieve globalization." Participant 8 Sherine "confirms that internationalization is the first step towards globalization, and we have not yet reached the stage of globalization." She also adds, "Through my experience in a private university, I see that achieving globalization in Egypt requires more flexibility and providing the necessary facilities for foreign universities to establish branches within the Egyptian state."

Participant 10 Majed also asserts that "globalization and internationalization are just different names for the same thing, but regardless of the name, the Egyptian state must have sovereignty and the upper hand to ensure the achievement of the goals of globalization without affecting the constants of society." Professor 11 Sharif also explains that "the whole world has

passed the stage of internationalization, and the goal that I am seeking now through my position in the College of Education is to reach globalization, but there are many internal obstacles, the most important of which is the transformation of the education system into accredited hours, and it just requires more time." Professor 13 Qadri confirms the previous opinion, seeing that "internationalization is one of the stages of globalization, but at the present time there are many obstacles to achieving the globalization, but there are missions for students and professors and this is also in the framework of internationalization, but there is already a prelude to globalization as it is the current plan on which the state works." Professor 14 Jamal also affirms that "there is no difference between globalization and internationalization, as both are joint projects with foreign bodies for the development of education." Participant 19 Khaled also says, "There is no difference between globalization and internationalization, as change leads to globalization, and the Egyptian state has a modern trend currently to attract international students and open branches for foreign universities in Egypt."

The answers of the participants from the foreign university did not differ from the participants from the public university regarding this question. Participant 22 Nevine also believes that "globalization and internationalization are the same thing, but internationalization is the policies that guarantee state control and the strengthening of identity, thus globalization is the concept and internationalization is the policy to implement globalization" Participant 23 Sally agrees with this opinion and says, "I see that globalization and internationalization are both the same thing, but globalization is intended to give more freedom to the foreign developer to choose his own policies." Participant 24 Sami believes that "internationalization is the first step for globalization because without internationalization, globalization cannot be achieved." Participant 25 Lamia agrees with all the previous opinions, but adds that "both internationalization or

globalization take place within the framework of joint agreements between universities or governments, and therefore there must be sufficient flexibility on both sides to achieve the desired goals." Participant 26 Samar also believes that "internationalization and globalization are both the same thing, but internationalization is the controls that protect us from the risks of globalization."

From the previous answers, it is clear that despite the encouragement of the majority of professors and students of globalization, how to implement globalization is still unclear to many. There are also concerns about the impact of globalization on students 'minds and the desire to find clear policies, controls, and rules to reduce these fears. Therefore, internationalization was for the majority of the participants a clear and meaningful concept. On the other hand, these concerns for the participants from the foreign university were very few due to the clarity of the concept of globalization for them. From this, it is clear that the concept of globalization is still ambiguous to many professors and students in public universities, so many preferred internationalizations due to its clarity for them. Despite this, there is clear support from the majority of professors and students for globalization and a strong desire to create partnerships with more advanced universities in education to develop education in the college of education. It is also worth noting that some leaders in the government's colleges of education distinguish between globalization and internationalization and are clearly pushing in the direction of internationalization because of their desire to develop the College of Education, but while preserving the national character of the college.

Findings of Sub-question One

There is an important factor mentioned by the participants that contribute to revealing their actual attitude towards globalization. The information gathered from the interviews revealed only one theme that will answer the first sub-question of the research (see table 5)

Table 5

Generated Themes under Sub-question one

Sub question 1:	Themes
To what extent do the views of religious fanatics affect the development of education in the college in the context of globalization?	- Religious intolerance within public colleges of education and its impact on the university policies

Religious intolerance within the government colleges of education and its impact on the university policies

The majority of opinions from the government colleges of education under study agreed that religious fanaticism and religious fanatic groups played an effective role in the past few years in determining university policies. There is also general consensus that the policies and orientations of these fanatical groups were against the development of the university and that many projects were suspended due to opposition from these groups. But everyone also confirms that the university is now in a new stage, and despite the existence of these fanatic groups, they are not as influential as they were in the past. Only two of the professors denied the existence of fanatic groups or religious intolerance, claiming that it is merely a difference of opinions, while

three of the student participants preferred not to talk about this matter. On the other hand, all the participants from the foreign university under study confirmed that this religious intolerance does not exist in the university.

Professor 1 Jehan confirms that "the policies in the College of Education are greatly influenced by the Muslim Brotherhood, as many of the professors are not only religious fanatics, but they also belong officially to the Muslim Brotherhood Organization and the supervisory authorities know them well, and they were tightly controlling the college's policies, but at the moment, I feel that they are always silent, perhaps because of their fear of the current political system." Professor 3 Hassan asserts that the influence of these groups was evident in previous years. He says, "Their role was effective in the past as they view education development policies as policies aim at subverting minds and undermining values, but after the January 25 and June 30 revolutions, I think that public awareness has risen and everyone thinks about the country's interest in the first place, and fanatics cannot impose their control over education as they were in the past. We have passed this stage, and today everyone is working according to a unified plan and a clear direction".

Professor 4 Muhammad also affirms that these groups do not have influence at the present time, and he says, "We cannot deny the existence of religious intolerance, especially since there are extremist views, but they do not affect today. Most of the leaderships are moderate and committed to the national project and the 2030 plan to develop education." Participant 6 Nahed confirms this opinion and says, "There is religious intolerance to some extent, but it is ineffective because enlightened thought is strongly present in the university." Participant 7 Raheem adds that "everywhere there are people who refuse development and do not accept new ideas, and all universities suffer from this intolerance without exception, and not only

colleges of education." Participant 9 Ahmed also confirms that students feel this remarkable change in university policies. He says, "I think that fanatics today do not exist. We students see a remarkable change in college policies for the better, especially the idea of applying the credit hour system."

Professor 11 Sherif also confirms that the educational climate has changed greatly in recent times, as he says, "The presence of fanatics in the university is known to everyone, but recently the general situation has become better and fanatics no longer have influence despite their presence." Professor 12 Hadi also confirms the previous opinion and confirms the existence of fanatics so far, but they are not influential. He says, "Of course, fanatics still exist in the university because the general context cannot be changed immediately, as this has been the prevailing thought for long periods and we are still in the first stage to change these rigid ideas." Professor 13 Qadri says, "Certainly fanatical ideas still dominate some professors as they view globalization as a cultural conquest and a form of colonialism." Participant 14 Professor Jamal also says that "in the period before the January 25 revolution, fanatical and Islamist groups controlled the Ministry of Education and some other ministries, but today the political climate is different."

Professor 15 Hamid also confirms that the political climate today is different, but he expressed his desire not to talk about this controversial topic further. Participant 17 Heba also added that "political Islam groups used to lead the university in the past, but at the present time they have disappeared from power as all the officials and leaderships of the university have changed." Participant 18 Maher says, "Through my work as a lecturer at the university, I see that religious extremism may hinder the progress of work at sometimes until now, but it is not the same as before." Participant 19 Khaled also confirms the previous opinion and adds that "after

the rule of the Muslim Brotherhood and the June 30 revolution, the general situation changed completely, but the comprehensive change needs great time, but the whole society now, including the university leaders, are standing against intolerance and unilateralism." Finally, Participant 20 Norhan confirmed that "religious fanaticism was strongly present in the university before the June 30 revolution."

Only two professors denied the existence of intolerance at the university and described this dispute as merely a difference of opinion. Professor 2 Mohab says, "I do not call this dispute a religious fanaticism, but rather a difference of opinion, which cannot be avoided." professor 5 Medhat also asserts that "the difference in opinions is inevitable and necessary, and its goal is the interest of the college and the nation."

From these views, it becomes clear that religious fanaticism and rigid ideas cannot be denied in the public university and that they were one of the main obstacles facing development and change in the university, but the new policy of the state addresses this, but everything cannot be changed in a short time and that change needs more time.

Findings of Sub-question Two

The information collected from the interviews revealed two themes that will answer the second sub-question (see table 6)

Table 6

Generated Themes under Sub-Question Two

Sub question 2	Themes
To what extent do the ideas that students study about globalization in the existing	- Curricula and globalization
	- Professor book

curricula encourage the adoption of positive

attitudes towards globalization that might

potentially bring about the required

transformation?

Curricula and globalization

There is a consensus among professors and students in the government's colleges of

education under study that the curricula in the College of Education must be changed because

they are very old curricula and do not keep pace with the current time or developments in the

educational system. All professors in administrative and leadership positions also confirmed that

there is a change in the college's regulations that is already taking place in preparation for

changing the curricula in the college and that it only takes more time. Only two of the

participants saw that the subjects in the majors in which they study allow the student to learn

about other cultures as they study in English and French language departments. Only one of the

professors says that the curriculum in the college is appropriate and adequate. On the other hand,

all participants from the foreign university under study saw that the subjects they study at the

college adopt a comparative approach that allows students to study the local reality and learn

about other cultures to find possible solutions to reform education in Egypt by making

comparisons with other systems.

Intolerant and outdated curricula.

Professor 1 Jehan says that "The curricula in the college do not encourage globalization

at all, as the curricula adopt a vision of the local culture as the best and the finest." She also adds,

"This closed-mindedness is clearly evident in the language departments, as these departments

raise a slogan saying that" whoever learns the language of a people is safe from their evil, "and therefore they do not want to understand the other culture because they reject it and do not realize that the language is inseparable from the culture". Professor 1 Jehan also mentions a personal experience of her through her work in the college and says, "When I was the director of the English Language Development Center for teachers in the college, the teachers and mentors refused to study any information about Western culture and always asserted that they wanted to study the mechanisms of the language only, and that is because they are mainly graduates of the College of Education. " Participant 7 Raheem says, "Curricula in the College of Education and at the Egyptian University, in general, are outdated curricula that do not match globalization at all, nor the latest findings of science in all fields. Even professors do not encourage students to pursue scientific research. Education in the college depends on memorization and indoctrination, and this is against Globalization. As for the college's books, they are old books that have been taught to students since twenty years ago and have not changed since that time, and we do not know the culture of innovation or the culture of openness to the world". Participant 8 Sherine supports the previous opinion and says, "The current curricula do not encourage globalization, as they are old curricula that need to be changed." Participant 9 Ahmed also says that "the curricula in the college are old and outdated, and they do not discuss the changes that have occurred in society and do not develop the skills of the 21st century."

Change of regulations.

The majority of the professors in the leadership positions assert that they are working seriously to change the old regulations of faculty of education to be able to change the outdated curricula. Professor 2 Mohab affirms that "the current curricula are in the process of development and change, as we have new goals in the curriculum, such as the importance of

establishing a dialogue with other cultures and respecting others. But the basis and the main goal of the college is to emphasize national identity."

Professor 3 Hassan also strongly stresses the need for change and what has already been changed in the regulations in the college in preparation for changing the curriculum, he says, "We are seeking to change seriously, as we are in the stage of changing the regulations based on the modern policies of the Egyptian state." Professor 4 Muhammad expresses his dissatisfaction with the current curricula. He says, "The current curricula are on the way to change to encourage students to pursue scientific research and not be biased towards one opinion. The new curricula are all based on cultural pluralism and diversity because diversity is a source of wealth and we are all in the college seeking to graduate an open-minded student". He also adds that "all these changes have already occurred in teacher training programs after graduation because the regulations for these programs were more flexible, but academic study at the college still faces some obstacles."

Professor 11 Sherif also confirms that the curricula at the present time do not encourage globalization and says, "We are still trying to reform education in the college and reform what was destroyed by the previous rigid policies, but there are serious attempts and the regulations have already been changed so that we can change and update the curricula." Professor 12 Hadi adds that without changing the curricula, the development of education in the college is not possible. He says, "It is necessary to change the curricula so that we can develop education before we think about applying globalization. The low level of students is the biggest obstacle to globalization. We must also adopt new educational theories and change the educational environment and the educational climate as a whole in the college." Professor 13 Qadri says, "The current curricula are outdated and need a comprehensive change to keep pace with the

latest developments in the world. But there is a remarkable development in teacher training programs after graduation, and it is a new trend in the college to achieve a balance between the new labor market requirements and what is studied in college." Professor 14 Jamal also affirms that "the regulations have been changed recently to change the curricula, as we have become accustomed to a major problem in the past, which is the leadership's insistence on placing the education system in a stereotypical and traditional framework, creating similar types of students and focusing on memorization and repeating only. In the wake of the revolution of 2014, these goals changed completely." Finally, Professor 15 Hamed, despite his opposition to the concept of globalization, supports the change of curricula as he affirms that updating the curricula is necessary.

Curricula do not meet international standards.

Participant 16 Noha says, "The curricula in the college are very old and do not change. We are used to studying the views of ancient thinkers about globalization only, such as the views of the thinker Jean-Jacques Rousseau, who used to reject the phenomenon of civilization, but we do not study anything about the phenomenon of modern globalization." Participant 17, Heba says, "In my major, there are no books that are taught about globalization or courses for global education. It depends on the student's personal desire and self-reading apart from studying." Participant 18 Maher says, "There are no curricula that encourage globalization in my specialty, and this may be in other disciplines." Participant 19 Khaled also says that "so far, there has been no change in curricula to keep pace with the requirements of globalization or even to apply international standards, but we know from the professors that there is a tendency to change the curricula to meet international standards." Participant 20 Nourhan also affirms that "the current curricula do not keep pace with any development and have not been changed for a long time."

Only 2 students believe that the curricula in their departments encourage globalization, as they are in departments that teach foreign languages. Participant 6 Nahed says, "We have in the department a comparative approach to learn languages and I think that is enough." Participant 10 Majed says, "I see that my study in my major makes me fully aware of other cultures, such as French and Western culture in general, but we do not discuss through the curricula the phenomenon of globalization at all."

Only one of the professors believes that the college curriculum is good and suitable for the present time. Professor 5 Medhat says, "We can say that the current curricula are appropriate for the era of globalization and there is no need for change, as the main goal of the college is to establish the Egyptian identity, as it is, in the end, a college that graduates teachers who influence future generations, so the concepts must be clear to them so that they transfer them to students."

Curricula in the private universities.

On the other hand, all the participants from the Faculty of Education at the Foreign University in Egypt under study (Shool C) agreed that the curricula are very appropriate for the spirit of the times and that they shed light on the latest theories of education and help them to identify the problems facing education in Egypt. Only one of the participants believed that there was a lack of interest in Egyptian research.

Professor 21 Christine says " Because our school was started with degrees in Comparative and International Education, I believe it has located itself as a school that starts with the recognition of diversity in global education systems, and then presents how these systems interact (or don't interact) with each other. These concepts have flowed throughout the curriculum regardless of the degree being pursued. I think it's important for our college to

continue this legacy – even as there are multiple graduate degrees and the education minor because so many of our students, graduate, and undergraduate, will be working in international schools and settings. It is important that the curriculum and even individual syllabi do not get so specialized and focused". Participant 23 Sally also says, "The curricula are very distinct and varied and help us understand the local reality, research and learn about the latest developments in the field of education in different countries." Participant 24 Sami says, "The curriculum depends mainly on globalization, as it encourages diversity and pluralism in opinions. We also have a special course to understand globalization in the field of education." Participant 25 Lamia also asserts that "the curricula adopt a comparative perspective and rely on research and also work on developing skills of the 21st century, especially critical thinking." Participant 26 Samar also affirms that the curricula greatly encourage globalization and expose all opinions and all intellectual trends found in the field of education.

Only one of the students indicated the absence of studies and articles by Egyptian professors from the subjects they study at the college. Participant 22 Nevin says, "We study everything related to the West, but we do not study Egyptian research, and this is a clear bias."

From the previous opinions it becomes clear that despite the different opinions towards globalization, everyone believes that the development of curricula in the government's College of Education is inevitable as the college's graduates have a weak educational level due to weak educational curricula and that the curricula in the college, in general, are old and outdated. It is one of the obstacles that must be eliminated to improve the level of students to find real cooperation with international organizations and universities in the context of globalization. It is also worth noting that the previous answers showed a big difference between colleges of education affiliated to the government and colleges of education in private universities.

Professor Book

The traditions of the Egyptian University give professors the right to publish their research and scientific articles in special books and impose these books on students to study them and take the exam in the information contained in these books only at the end of the year. Also, each professor has the right to impose his own book only on students without having access to any other books or research, so the student is only required to memorize the professor's book to succeed in the exam without having access to any other sources. When students and professors were asked about these policies and their impact on the development of education in the Faculties of Education, the majority agreed that every professor has the right to have his own books, but the professor has no right to impose his books on the students and force students to study his research only because this leads to unilateralism in thought and promotes the single-minded way of thinking that contradicts the university's goals that encourage students to research, learn and discuss all viewpoints. Everyone also emphasized that this is the system followed since the beginning of the Egyptian University, and it is difficult to overcome this policy except by changing the regulations. And many of the participants also see that relying on the professor's book only is the first obstacle for students to develop themselves as they consider the book the easiest way to succeed and do not care about research. Only five of the participants preferred to rely on the professor's book, but on the condition that the book was not the only source. Only one student preferred the professor's book to be the only source of education as he doesn't want to do research or to exert effort to collect information. Hence, he considers the professor book as the easiest way to succeed.

Financial profit.

Some participants emphasize that some professors used to impose their books on the students to study for the financial profit only. Professor 1 Jehan says that it is normal for every professor to have his own books, but he has no right to impose these books on students, and she adds that "university study means research in the first place. For example, I have my books, but I do not impose them on students as the real goal behind giving the book to students is the financial profit only". She also adds that "in the College of Education, many professors insist on selling their books to students for financial gain, of course but the professor book contradicts the idea of research that is based on the diversity of ideas and opinions that leads to develop the student's mentality and develop his ability to criticize and form opinions". Professor 1 Jehan also confirms that learning in this way is one of the most important causes of students' poor level and is also a barrier to the development of education because the professor's book encourages memorization and indoctrination, and the student is fully aware that he buys the book to pass the exam only, and therefore he is not interested in studying. Participant 8 Sherine added that "the professor's book financially benefits the professor and destroys the educational process. The first obstacle facing any master's student is his dependence on memorization and indoctrination without understanding or analysis because he is accustomed to that in the pre-graduation stage."

Destroying the student's mentality.

Some other participants emphasize that the phenomenon of the professor book destroys the student's mentality. Professor 4 Muhammad also adds that he "completely does not agree with the idea of the professor's book because it simply means imposing one opinion only, and

this also encourages the spread of old ideas because ideas are constantly changing and imposing one book without change means the existence of an old thought permanently, so students must be encouraged to go to the library and rely on the knowledge bank and available electronic books".

Participant 7 Raheem describes the professor's book as "a disease that afflicted the Egyptian University" and affirms that "the library and scientific research should be the basis of learning. The book does not develop the student's skills because the student forgets the information in the book immediately after taking the exam." Participant 9 Ahmed also says that "the professor's book and lack of innovation, creativity, and research is the first obstacle to the application of globalization, as the educational system followed in the college is different from other universities in the world that depend on research and the development of the student's mentality." Participant 10 Majed says, "Studying the professor's book is a phenomenon that must be eliminated because it stands against the interest of the student and against the development of education. The book is nothing but a thorn in the neck of the student as not buying the book means that the student will fail the exam."

An obstacle to reform education.

Professor 11 Sherif confirms that the professor's book phenomenon is one of the things that led to the stagnation of thought and backwardness in the Egyptian University, and in order to be able to reform education in the Faculties of Education, we must encourage scientific research in preparation for establishing educational partnerships with foreign universities as we wish, as the low level of the student is an obstacle that cannot be ignored." Professor 12 Hadi considers the phenomenon of the professor's book "a manifestation of backwardness in the university and makes university study like studying at the elementary level and there is no difference between them." Professor 14 Jamal also agreed with the previous opinions and adds that "relying on the

professor's book kills creativity and destroys the student's mentality because it encourages memorization and indoctrination." Participant 17 Heba also adds, "professors do not change their books, and the book remains imposed on the student for many years, regardless of how life develops around the students, especially in the field of education. To this day we are still studying outdated theories in the field of education." Similarly, participant 18 Maher believes that" the age is completely different and that educational theories have changed and developed, and that is why the education systems in the college of education must change, the first of which is the abolition of the phenomenon of the professor's book that contains information whose time has expired." Participant 19 Khaled says that "the university's modern policies keep pace with the knowledge revolution in the current era, but some professors only think about the financial gain." Participant 20 Nourhan also said that, "every professor who is convinced of a certain political thought imposes his ideas on students through his books."

Encouraging memorization and indoctrination.

Most of the participates of the private faculty of education under study, and who have a previous experience in a public university, emphasize that the phenomenon of the professor book encourages memorization only and destroys the learning process. Participant 22 Nevine says, "I have an experience at the Egyptian University before joining a foreign university, and I know well that the professor's book destroys the process of learning, understanding, and analysis. We do not suffer from this phenomenon in private universities, and I feel that my education has changed and developed a lot here". Participant 23 Sally confirms the previous opinion, she says, "I tried learning in both ways because I mainly graduated from the Egyptian University and joined a foreign university to complete my studies, and I see that studying the professor's book only is something that destroys the mentality of students, especially at this time." Participant 24

Sami agrees with the previous two views as well, since he is a graduate of the Egyptian University and continues his studies at a foreign university, he says "that is why most students prefer to complete their studies in foreign universities." Participant 25 Lamia, who is also a graduate of the Egyptian University and is continuing her studies at a foreign university, says, "We used to suffer from the phenomenon of the professor's book and memorization without understanding, to perform the exam only so that I had great difficulty in learning in the modern way used in foreign universities and I had a fear from giving an opinion on the research that I do at the beginning, then I was encouraged by the professors, then I realized that the educational process is completely different." Finally, participant 26 Samar says, "My experience at the Egyptian University and learning through the professor's book was an unhelpful experience, so I changed the course of my studies."

   The importance of encouraging scientific research.

   Only five of the participants supported the existence of the professor's book, but with the necessity of conducting research as well. Professor 2 Mohab says, "We cannot cancel the professor's book, as it is very important, but on the condition that it is not the only source of learning. Professor 2 Mohab also confirms that he cannot cancel the professor's book because he will face a large wave of rejection from students because they like quick and easy success." Professor 3 Hassan also strongly agrees with the previous opinion. He says that "the professor's book is very necessary for the student, but with encouragement for scientific research." Professor 5 Medhat also stresses the importance of the professor's book, as students, especially in the pre-graduation stage, have little experience and are unable to do research." Participant 6 Nahed says that "in all universities in the world there is a professor book and the book is the guarantee for knowing the exam questions and A guarantee of success and students can also be

directed to do some research alongside the book." Professor 15 Hamed says, " A professor's book is the best way to develop the student's awareness, as the student always needs a teacher, but doing some research may also be beneficial to the student. " 1 participant only preferred for the professor's book to be the only source of learning. Participant 16 Noha says, "I do not like research and the academic semester is very short, and I prefer the professor's book because it is easy and simple."

From the previous answers, we conclude that the phenomenon of the professor's book at the Egyptian University is one of the obstacles to the development of education and the application of globalization, with what it requires of modern educational and educational directions and visions. This phenomenon is also the most important reason for the poor level of students, which makes partnerships with other universities difficult to achieve in the present time. It is also worth noting that although a very small number of professors encourage this phenomenon, this small number of professors is very influential because they occupy important leadership positions that affect the decision-making policy in the college.

Findings of Sub-question Three

The information collected from the interviews revealed two themes that will answer the third sub- question (see table7)

Table 7

Generated Themes under Sub-Question Three

Sub question 3	Themes
To what extent do the current administrations of the faculties of education encourage the	- Cultural exchange with foreign universities

mobility of students, professors, and curricula in order to develop positive attitudes towards globalization that might potentially bring about the required transformation?	- Current projects in the context of globalization

Cultural exchange with foreign universities.

The majority of the participants in the research from public universities confirmed the existence of cultural exchange with foreign universities, but in a weak and limited way, as they mentioned many obstacles, the most important of which is the lack of funding, the huge number of students and the difference in curricula. Only one professor declined from giving his opinion. On the other hand, all the participants from the private university agreed on the existence of this strong and regular cultural exchange in the university.

Lack of funding.

One of the participants refers to the lack of funding as one of the important obstacles to cultural exchange between universities in the public university. Professor 1 Jehan emphasized the professors' efforts to hold international conferences and invite professors from other universities, whether Egyptian or foreign, but she pointed to many obstacles that make this cooperation weak, and she also added that most foreign professors come to the college on a personal invitation from their friends who are professors in the college. She says, "There are many obstacles in the college, the most important of which is the lack of funding. The university here is a governmental university, and we do not have any other funding sources to hold conferences regularly, and I think that the lack of resources and lack of funding are the first obstacle as for the exchange of educational courses and students, I think this is impossible at the present time and under the current policies."

Other obstacles.

Some other participants refer to other obstacles like the poor level and the large numbers of the students. Professor 2 Mohab says that there are already scholarships for professors and teaching assistants within the framework of internationalization, and they have been in place since the beginning of the college, but he adds that "there are obstacles to the expansion of these missions, the most important of which is funding." When asked about the exchange of professors and courses, Professor 2 Mohab said that "there are international conferences, but they are few, but the exchange of educational courses does not exist due to the difference in the educational system" He also added that the exchange of undergraduate students is impossible due to "the poor level of students, enormous numbers of students, and rigid regulations. However, we are trying to overcome these obstacles through innovative solutions, such as relying on communication with other universities through the Internet, and we are preparing smart rooms for this goal". Professor 3 Hassan also supports the previous opinion, saying that "inviting foreign professors to give lectures at scientific conferences and sending missions abroad is a common thing in the university and it is an agreed policy, but exchanging students at the pre-graduation stage is very difficult financially and practically." Concerning the exchange of educational courses, Professor 3 Hassan expressed his rejection of this matter. He says, "I do not encourage the exchange of educational courses. Perhaps we can benefit from educational materials in other universities in line with our educational goals, and this is what we are already doing at the present time to develop curricula in colleges of education in Egypt, but the idea of borrowing educational curricula as they are without changing is a rather old idea. It suggests passivity and the inability to bring out what is new. Besides, we are ultimately governed by a

specific environment and culture, and we are ultimately seeking to develop the Arab environment."

     Innovative ideas to strengthen cultural exchange.

     Some participants emphasize that there are serious attempts in the faculty of education to enhance the cultural co-operation by using the technological developments to hold virtual conferences to overcome the obstacles that limit the cultural exchange. Professor 4 Muhammad says that "the exchange of professors and students works to enrich the educational process, and it actually takes place at the university, but irregularly, but there are clear directions from President Abdel Fattah Al-Sisi on the necessity of linking public universities with foreign universities." Professor 5 Medhat also says that "the idea of exchange is important, and it sometimes occurs through conferences, but this is limited to inviting foreign professors, but exchanging students and curricula is very difficult and not applicable. However, there are serious attempts to encourage the co-operation with other universities" Participant 6 Nahed also says that "cultural exchange does happen, but it is limited to professors and teaching assistants. As for students, there is a recent trend in the college to conduct this cultural cooperation through the virtual world, the Internet networks, and smart halls that the college is preparing at the present time." Participant 7 Raheem supports the previous opinion, he says, "There is indeed a recent trend in the college to conduct this cultural exchange via the Internet, so there is no need to travel, as life has evolved a lot." Participant 8 Sherine says that "soon there will be cooperation with other universities through the virtual world, and I think that this trend will encourage all students, especially girls, to participate, as we are in the end in Eastern society and travel for girls is not desirable." Participant 9 Ahmed says, "I do not feel any cooperation with foreign universities, perhaps because I am a recent student, but all the professors say that there is a very big change

that will happen in the college soon." Participant 10 Majid confirms that at the present time "there are only some seminars in which foreign professors who have a personal friendship with the department's professors are hosted."

Co-operation in the teacher training programs.

Some participants in the leadership positions emphasize that the co-operation in the teacher training programs is better than the pre-graduation stage. Professor 11 Sharif says that through his position, he has already been able to establish joint cooperation with a foreign university in the field of teacher training, but this is at the level of teacher training programs only, as their regulations are more flexible and the number of students in them is also relatively small. Professor 12 Hady also says, "We are trying to focus on this trend at the university despite the lack of funding and other obstacles, but we believe here at the university that isolationism is one of the most important reasons for the Egyptian University to decline in the international ranking." Professor 13 Qadri also supports the two previous opinions and says, "There is cooperation, but it is weak and very limited and almost non-existent for the pre-graduation stage, but this cooperation is better in teacher training programs and there are already existing partnerships in this field." Professor 14 Gamal, says, "There are indeed international conferences within the framework of cultural exchange, and I welcome this cultural exchange if it does not conflict with the country's cultural heritage."

Injustice and lack of opportunity for most of the students.

Number of the student also refer to the fact that the all the scholarships are offered to the faculty members only. Participant 16 Noha says, "I encourage this exchange, but it is not present in the college except for professors only." Participant 17 Heba also expressed her desire to have a cultural exchange with foreign universities as there are no opportunities available to students as

far as she knows. Participant 18 Maher supports the previous opinion and says, "All students want that, but the opportunities available for external missions are very few and are limited to students who work as teaching assistants at the university." Participant 19 Khaled also adds that he wants to change university policies so that there is equality between students who work at the university as a teacher assistant and students who prepare masters and doctorates from outside the university, especially in the field of scientific scholarships and attending conferences abroad. Finally, participant 20 Nourhan says that "there is no cultural exchange with other universities for undergraduate students".

Cultural exchange in the private universities.

On the other hand, cultural exchange and cooperation with other universities was a natural and indisputable matter for students in the College of Education at the foreign university under study. Participant 22 Nevin says, "The most important thing that distinguishes the college here is the presence of communication channels with other universities around the world, not only foreign universities but Arab universities as well. We have attended one of the lectures of a professor at the American University in the Emirates, and we are now aware of the latest developments and applications in Education around the world." Participant 23 Sally also says, "The educational experience that I went through here at a foreign university is a very rich one, as it focuses primarily on the diversity of professors, curricula and exchange with other universities." Participant 25 Lamia says, "Cultural exchange with other universities is fundamental, as it is public policy at the university." Participant 26 Samar added that she, as a student, has benefited greatly from the exchange programs available at the college and has already traveled to foreign universities to attend one of the academic semesters there, and says, "Of course, I could not do that if I had completed my studies at the public university."

Current partnerships with universities and international organizations.

The majority of students and professors at the State University were not aware of the projects currently existing at the university with universities and international organizations. Only two professors in each of the public universities under study were aware of the existing projects, and they both hold the position of dean.

Professor 2 Mohab says, "We have partnerships with international universities already in place, such as the existing partnership between the German Language Department and a German university. Under this partnership, the student obtained a certificate accredited by both a German University and the Egyptian University, and there is also a project that is still under implementation. with a Japanese university, there are also under study projects such as the STEM Schools project and the Erasmus project to help students travel abroad. There is also contact with American bodies to develop education in the college and bring the Egyptian graduate to a global position. Professor 11 Sherif also says, "There are already existing projects between the faculty and international organizations, such as the (SUP4PCL) School and University Partnership for Peer Communities of Learners, which is one of ERASMUS projects and the other project is the International Diploma for Science, Technology, Engineering and Mathematics, which is a project funded by the European Union. There are also many projects under study as we are in the stage of changing regulations, developing curricula, and adopting the credit hour system".

On the other hand, all the participants from the private university under study unanimously agreed that there are many projects and partnerships with other universities that they are informed about by e-mail regularly.

From this, I conclude that International cooperation already exists in governmental universities and is of interest and support. However, despite the desire of both professors and students in public universities to have a cultural exchange and global co-operation with other universities, there are many obstacles that prevent this, such as the difference in the study system, the poor level of students, and the large numbers of students, in addition to the lack of financial means. But despite this, the university administration is working to find alternative solutions through the Internet and the virtual world, as the university believes in the importance of cultural exchange and global co-operation with other universities. It is also clear from the previous answers that there is a big gap in education between public universities and private universities in the field of education, as the flexibility of regulations, the diversity of funding sources, the limited number of students, and their high educational level, in addition to following the credit hour system, are all factors leading to the provision of high-quality education for students. It is also clear that the aforementioned obstacles are the same that stand in the way of applying globalization in the Egyptian University in the Faculties of Education in addition to the long period in which the fanatic opinions prevailed the education system, as the general attitudes towards globalization are positive to a large extent in light of the current policies of the Egyptian state in the present time . It is also worth noting that there was great consensus between the opinions of students and professors about the positives of globalization in education in general and in teacher education in particular. Also, it is noticeable that both students and professors were looking to develop education in the Faculties of Education in Egypt to meet the requirements of globalization at the present time because the tremendous technological development enabled them to see what is happening in other universities around the world.

Chapter 6

Discussion

In this part of the research, the researcher discusses the most important findings of the research, by presenting a critique of the book under study that the author analyzed, and reviewing the results drawn from the interviews focusing on the most important opinions made by the participants in the research. It is important to emphasize here that the primary source of information gathering in the research was personal interviews, and the researcher used document analysis only as a complementary way to shed more light on the educational climate prevailing in the Faculties of Education.

Critique of the Book

The main objective of analyzing the book *"Recurrent Educational Visions: Globalization and Arabization*" (Shehata, 2008) was to know the extent of compatibility between the curriculum taught by students in the Faculties of Education on globalization with the modern plans of the Egyptian state that adopt globalization as a new direction for the development of university education (Knight & Teferra, 2008, p.143). Apparently, the opinions presented in this book do not aim to support the current state policies of the globalization of education, and that the book presents a vision of the writer that contradicts the established globalization policies and considers them policies that lead to the imposition of Western thought. The author of this book does not deny the existence of globalization and does not deny its influence and its positive aspects on university education, but at the same time, he rejects the prevailing concept of globalization as a means of homogeneity between peoples and countries. Hence, the author considers globalization in its current form as a way to impose Western culture on Arab society and a deliberate attempt to hinder Islamic identity. In the same context, the author rejects any

Western system of education, or to establish any form of dialogue with Western cultures without

the presence of specific controls and standards and guardianship from the responsible authorities,

as he calls for the establishment of a committee of guardians of thought of the old generations of

professors only to determine the university's policies. Accordingly, it can be said that the author

in this book does not call for the globalization of education in any way since he regards

globalization as a threat to the Arab and Islamic identity.

In addition, although the author has listed many of the negative aspects of globalization at

the university, he did not address the issue of brain drain despite the importance of this issue in

university education in general and the faculties of education in particular, as most of the highly

qualified professors in the faculty of education used to teach in foreign universities and not to

teach in Egypt as I heard from the students during the interviews.   However, the author does not

deny the multiple negatives within universities in the Arab world that push scholars and

academics to emigrate, such as the lack of space for freedom for professors and faculty members

to direct constructive criticism or object to university policies, low wages for professors, the lack

of developing university professor skills, and the lack of a suitable climate for scientific research

(Shehata, 2008).

Discussions of the Findings of the Field Work:

The main aim of the research was to explore the attitudes of professors and students in

the Faculties of Education in Egypt (governmental and private) towards globalization, especially

in the field of globalization of education. In addition to that, the sub-questions in the research

aimed to explore other factors that could affect the participants' attitudes towards globalization,

such as religious intolerance, current curricula, cultural exchange, and current projects in the

Faculties of Education under study in the context of globalization. This research has adopted

from the beginning a balanced perspective towards globalization, which is the transformative

perspective that views globalization in a balanced way, as it does not deny the existence of

globalization as skeptics do, nor does it call for the excessive application of globalization

regardless of the results. This perspective acknowledges the existence of globalization as a fact

that cannot be ignored, but at the same time it does not deny the negative aspects of

globalization, but in all cases, it emphasizes the importance of integration and homogeneity

among the peoples of the world (Held et al., 2000), (To a large extent, the results of the research

were identical to the perspective of the research). 18 out of the 26 participants in the research had

positive attitudes towards globalization in general and towards the application of globalization in

the education of teachers in particular. The majority of opinions, despite the reservations

expressed by some, see globalization as a positive phenomenon that leads to cooperation

between cultures and different countries, if applied correctly, as it works to find solutions to

many of the problems that the global community suffers from today, such as the problem of

poverty, unemployment, refugees and immigrants, and also the problem of intolerance towards

some cultures and peoples. Since there is no similar research to the current research in Egypt,

most of the positive opinions towards globalization on the part of the participants in this research

resembled the opinions of (Zahoo 2010, Roberts 2007, Yuan 2017) who unanimously agreed on

the importance of globalizing teacher education, especially at this time with the acceleration of

the pace of globalization in the field of economy and education around the world, and the

exacerbation of immigration and refugee problems in an unprecedented manner on the political

level, which led to a remarkable change in the demographic nature of schools and the emergence

of international and multinational schools.

The importance and positives of the globalization of teacher education:

One of the insightful opinions expressed by the participants in the research on the importance of globalizing teacher education at the present time was the opinion of Professor Christine (21 school C), who asserted that the increase in the number of refugees and immigrants in addition to the ease of travel at the present time has led to the creation of a new educational environment and a new reality. This new reality imposes itself on education in all its stages, so that education is no longer regional or serves the population of the local community only as it was in the past. She gave an example of what is happening in the United States of America, where teachers who want to move to another state have to study some other courses About the history of the state they wish to move to so that they can obtain a license to practice the profession of teaching in this state. Professor Christine asserts that this system is no longer appropriate for the present time, as one school at the present time includes a number of different nationalities and ethnicities, and there are some American universities that include more than 50 different nationalities. To a large extent, this example also applies to the colleges of education in Egypt, where the colleges of education today include many Syrian refugees, Iraqis and Palestinians who reside in Egypt, and education must take into account their requirements and needs as well.

The majority of the participants in both public and private faculty of education under study also see that globalization of education, in particular, is a very effective phenomenon in reforming education in developing countries as it provides a real opportunity for less fortunate countries to benefit from education systems in more developed countries, and one of the professors involved in the research pointed to the emerging corona epidemic as one of the most important factors that showed the weakness of educational systems and scientific research in

developing countries and their inability to confront this epidemic compared to developed countries, and this shows the clear gap in education between countries of the world and also indicates that the application of globalization In the field of education would reduce the educational gap between peoples. One of the participants (Sherine, School A) also referred to a new phenomenon that she called "electronic globalization" or the state of communication between peoples through social media channels as one of the phenomena that made the comparison between different education systems around the world inevitable, as globalization and technological development made it easy for any student to join Any international university via the Internet to obtain a high-quality education, and this has led to an increase in competition between universities and to the marginalization of many universities in developing countries also due to their inability to compete.

Among the positive aspects of globalization that professors and students in the faculties of education in Egypt (governmental and private) also referred to is that globalization allows people in developing countries to get access to the latest findings of science and scientific research in all fields, and it also promotes many concepts and noble values such as freedom, social justice, democracy, and religious tolerance. More importantly, globalization also leads to the development of local cultures, as the establishment of dialogue between different cultures leads to self-criticism, and this leads to avoiding weaknesses and focusing on the strengths of each culture separately. As for globalization in the field of education, the results of the research show that technological development has put teachers in Egypt in comparison with teachers in different countries, which makes reforming teacher education and applying globalization is necessary to put the Egyptian teacher in a good position in this comparison. The results of the research also emphasized that the spread of international schools in Egypt, such as American,

British, Canadian, and Japanese schools, made the globalization of teacher education necessary to meet the requirements of the labor market, as the majority of the participants from the private university under study confirmed that they had transferred from the government colleges of education to the Faculty of Education at the Private University because it is an international university and it applies globalization, and this will make them familiar with the latest theories and methods in the field of education and it will also help them to find work in an international school in Egypt or outside Egypt. Thus, the majority of the participants, who are professors and students in colleges of education in Egypt, consider globalization as a real opportunity to reform education in Egypt, and that education is the sector that benefits most from globalization. Most importantly, they view the globalization of teachers' education as something that cannot be ignored or even postponed due to the new requirements in the labor market.

Reservations about globalization in education.

In addition to the advantages that the research results showed towards globalization in general and the globalization of teacher education in particular, many participants with a positive attitude to globalization have expressed their reservations and concerns about the negative effects of globalization. However, these fears and reservations about globalization did not affect their positive attitude of applying globalization, as everyone agreed that the policies followed and policymakers play a major and effective role in the success of the globalization process in a way that benefits all parties. Accordingly, the objection on the part of the participants was not towards the concept of globalization, including the partnership with foreign universities and changing the traditional education systems followed at the university, but the real fear of the method and policies followed to implement globalization, and this also reflects an open and positive attitude towards globalization. Generally speaking, the results of the research regarding

the negative aspects of globalization were similar to the results of previous research in the

Middle East, such as (Ateyat & Gasaymeh, 2015; Razea et al., 2018), as there were clear

concerns about the negative effects of globalization on the national identity, the Arabic language,

national belonging, and the promotion of Western culture at the expense of Arab culture.

However, despite this, the majority of opinions in Egypt have emphasized the existence of

solutions to such problems, such as promoting the Arab culture in the media and educational

activities, paying attention to teaching Arabic in the early stages of education, and emphasizing

national belonging in the national curriculum. And these proposed solutions to confront the

negative aspects of globalization show the difference between Egypt and some other countries in

the Middle East that have conducted similar research towards globalization, as Egypt is a

multicultural society and accepts other cultures to a large extent. It is also worth noting that there

was no fear of undermining the role of public universities in the face of foreign university

branches in Arab countries, as was evident in the study of (Bubtana, 2011) that was conducted in

one of the Arab countries and asserted that establishing branches of foreign universities would

eliminate the national university. Contrary to this view, the participants from Egypt believed that

globalization will lead to raising the efficiency and quality of education in public universities and

will not undermine the role of the university, as institutions of higher education in Egypt are

well-established and competitive.

Globalization versus internationalization.

The results of the research also showed that there is great disagreement between the

professors who occupy leadership positions in the public university about the concepts of

globalization and internationalization, and the confusion between the two concepts is evident in

some of the interviews as well. Some leaders believe that globalization and internationalization

are two sides of the same coin as globalization is a general concept and Internationalization is the actual set of policies followed to achieve globalization, and they assert that Internationalization is the first step to achieving globalization. On the other hand, another group of professors in leadership positions believes that there is a big difference between globalization and internationalization, as globalization in university education is a relatively recent concept and is not yet clear, while internationalization is established policy in the university since the beginning of the university. However, despite this disagreement, all the professors in the leadership positions unanimously agreed that the concept of internationalization is currently the most popular concept in the university than the concept of globalization for several reasons. First, the clarity of the concept of internationalization for everyone. Second, the inability of the colleges of education at the present time to establish partnerships with foreign universities because the educational system in the university is the traditional system and not the credit hour system, the low academic level of students, and the university's need to develop its infrastructure. Third, and most importantly, many educational leaders believe that the concept of internationalization guarantees state control over educational projects and partnerships and ensures the preservation of the cultural specificity of each country.

The impact of religious intolerance on globalization.

Concerning religious and intellectual fanaticism and its impact on the application of globalization in colleges of education in Egypt, the results of the current research were similar to the research of (Jamal 2018, Abbousena 2015, Mazawi & Sultana 2017) as the research showed that political Islam groups and fanatics used to determine the policies of education at the university in general and in the government colleges of education in particular. The majority of the participants in the research also asserted that most of the leaders responsible for determining

education policies in the Faculties of Education were formally affiliated with the Muslim Brotherhood and that their policies worked to spread the culture of the one opinion and encourage the method of memorization and indoctrination with the aim of graduating generations of students with a unified style of thinking on the pretext of preserving the Arab identity. In fact, the results of the research revealed some fanatical ideas towards globalization, but they are relatively few compared to the opinions in favor of globalization. But at the same time, we cannot ignore them or even ignore their impact on public opinion, as they are the opinions of professors who have their books that students study, and they also have their press articles and television interviews. Their fanatical attitude has been evident in the definition of globalization by many of them as a form of cultural colonialism aimed at eliminating the Arab nation, and that it is also a Western scheme that aims to indirectly control the whole world. It is worth noting that all these opinions reduce globalization in American educational projects only and ignore the existence of other educational systems and projects that have interest in the university, such as the German project and the Japanese project. These opinions also encourage the colleges of education to remain in isolation from the modern educational ideas and theories adopted in the countries of the world as a precautionary measure against the attempts aimed at undermining the Arab identity through globalization. The analysis of the documents also revealed the existence of such fanatical ideas towards globalization in one of the books taught to students in a college of education on globalization.

The participants in the research unanimously agreed that this climate prevailed in the Egyptian University in general and in the Faculties of Education in particular for long periods and decades, and it had actually led to a low level of study in the Faculties of Education and the disruption of many projects and development plans in the college. However, despite that, all

participants from the government colleges of education without exception emphasized that this system had ended with the revolution of 2014 that toppled the rule and influence of political Islam groups, and that the general political climate is completely different at the present time as all previous university leaderships have already been changed. But they also indicated that comprehensively changing the educational climate requires more time and effort, but at the present time, everyone is working according to a clear plan that suits the country's 2030 plan that targets globalization in the first place. In this context, all the participants, especially in leadership positions, emphasized that the regulations of the Faculties of Education have already been changed in preparation for changing the curricula and following the credit hour system and also as a prelude to the expansion of college development projects in the context of globalization.

Obstacles to globalization in the Egyptian colleges of education:

The research also revealed many obstacles in the way of applying globalization in colleges of education, such as the low level of students, the old curricula, traditional education systems, and the weakness of funding, in addition to the spread of the phenomenon of the professor book that most students and professors oppose it. Regarding these obstacles, the results of the research were similar to the research of (Mujahid & Ginsburg 2011' Zaalouk & Sultana 2016; Abdullah 2011), as all participants in the research asserted that the curricula in the College of Education have not been changed since a long time ago and are not appropriate for the current time, and do not suit the new requirements of the labor market for the spread of many international and private schools that adopt modern trends in education. This point was also emphasized by the participants from the private university in which the research was conducted, as most of the participants were graduates of the government colleges of education and had

joined this private university to study the modern systems of education so that they could find work in international schools.

One of the most important obstacles indicated by the majority of research participants also is the determination of some professors to impose their own books on students to study and perform the exam in them, which affects the students' ability to conduct research or develop the skill of critical thinking, and thus these curricula encourage the adoption of traditional systems of evaluation. Besides, it encourages the promotion of intolerant ideas among the younger generations. It is also worth noting that some professors in leadership positions encourage this phenomenon without giving logical reasons (professor 2 Mohab & professor 3 Hassan), although most of the participants assert that the professors impose their books on students only for financial benefit. Some professors also pointed out the low academic level of students, as an inevitable consequence of the low-level Curricula, as an important obstacle at the present time to partner with foreign universities, as some universities have already done in other disciplines.

Finally, the results of the research clearly reflect the vast difference in the quality of education between the private university under study and the public universities for education in Egypt, as all participants had a general dissatisfaction with and strong objections to the quality of the educational curricula that had not changed a long time ago, and became unsuitable for the present time. There was also a clear objection to the traditional teaching and assessment methods followed in the college, which encourage memorization and indoctrination and do not help students acquire the skills of the 21st century or to develop students' research skills. The most important thing is that there is a complete disconnect between government colleges of education and the labor market, as the college has become unable to meet the requirements of the modern labor market, and for this reason, the graduates of the government college of education seek to

enroll in private colleges to complete their studies so that they can find work in international

schools. On the other hand, all the participants (some of them graduates of the public university

and preparing a master's degree in education at the private university) had a state of general

satisfaction with the curricula, teaching methods, and skills they acquired from education at this

university. The most important thing is that students at the private university had a greater

understanding of the phenomenon of globalization and its dimensions and positive effects on

education in general and teacher education in particular, and this is because they have gone

through the experience themselves at the private university and also the curricula they study at

the university allow them to learn about other educational systems around the world.

Chapter 7

Conclusion

Globalization has had a major impact on all fields, especially the field of education, as the educational system is linked to globalization to a large extent as all educational systems always strive to meet the requirements of the local environment that is constantly changing as a result of global changes in the field of economics, politics, and technology. Consequently, the educational system in general, and teacher education in particular, has to respond to the rapid and successive changes in the world to be able to develop the local environment in a way that suits the current era. Hence, globalization at the present time is an effective concept in improving the educational process as a whole to make the educational system in all countries more adapted and adaptable to the requirements of the time.

In fact, globalization has imposed new goals and dimensions for the educational process, the most important of which is the formation of the human being comprehensively, so that the educational process focuses on discovering and developing all the physical, psychological, social, and mental capabilities of the learner. Second, the development of scientific thinking and mental abilities. Third, employing methods and sources of knowledge, as the educational process does not aim in light of globalization to preserve and remember information only, but the educational process aims at developing the learner's ability to comprehend, ask questions, organize information, criticism and solve problems. Due to all these changes, teachers in their classrooms are facing many pressures and multiple demands as a result of the change of society as they try all the time to deal with these demands successfully. Doubtless, the teacher is the main pillar of any educational system, and without him, any educational system may not be able to achieve its goals. And as the world enters the era of globalization and communication, the

need for a teacher who is smart and aware of his role in keeping pace with development has increased, and the need also increased to develop colleges of education in Egypt to meet the changing needs of both students and society.

Based on this, the main purpose of the research was to explore the attitudes of professors and students in the Faculties of Education in Egypt towards globalization due to the importance of this topic at the present time and its great impact on the reform of the educational process in Egypt. The theoretical framework of this research reviewed the prevailing theories on globalization and the controversy surrounding the concepts of globalization and internationalization in education. The research also focused on reviewing similar research in the countries of the Middle East, which explores attitudes towards globalization and changing the traditional education systems in Arab universities. To a large extent, these studies revealed negative and hostile views of the idea of globalization and the opening of foreign university branches or partnerships with foreign universities to develop public universities, as they see that globalization means Americanization, American hegemony, and imposing the American lifestyle today in clothing and fast food. Other negative effects of globalization include undermining the national identity, eliminating public universities, and transforming education into a commodity. The theoretical framework of the research also focused on the Faculties of Education in Egypt, and since there is no previous research concerned with the orientations of students and professors in higher education in general and in the Faculties of Education in particular towards globalization, the research relied on previous research that focused on Faculties of Education in general, and educational development in them. And previous research has revealed a contradiction between the current state policies within the framework of higher education that encourage partnerships with foreign universities as a means of developing the public university

and attracting foreign students and what is actually being practiced on the ground. And some studies have indicated that there are internal obstacles in the college besides the existence of a current of fanatical ideas within the university in a way that impedes the university's development.

The research method relied on analyzing documents and holding personal interviews with professors and students in the Faculties of Education in Egypt, taking into account the Faculties of Education in private universities in Egypt. The research focused on reviewing and analyzing the only book that is taught in a government college for education about globalization, as well as focusing on interviewing professors who occupy leadership positions in the colleges under study such as deans, deputy deans, as well as department heads. The research reviewed the opinions of 26 participants from both public and private universities by 10 professors and students from each government university in addition to 6 participants from the private university under study. Data was collected for approximately two months and the semi- structured interviews were used.

To a large extent, the results of document analysis showed some ideas hostile to globalization in its current form, as the book under study presents a critical view of globalization in its current form as a kind of American hegemony and views globalization in general as a kind of conflict between different civilizations and is not a means of integration between peoples. On the contrary, the results of the interviews with the participants showed very positive attitudes towards globalization. The results of the research also showed that there is a general discontent with the curricula taught to students and that the college has responded to this by changing the college's regulations to be able to change the curricula, develop the college, raise the level of graduates and confront fanatic ideas.

Unlike the attitudes in universities in some countries of the Middle East regarding globalization, the results of the research in Egypt emphasized the existence of a clear plan by the state to adopt globalization as a way to develop education, and all leaders in the colleges of education participating in the research assert that globalization is a very positive concept in developing Education, especially teacher education. The participants also confirm that fears of globalization, such as fear of losing identity, can be avoided by proper and balanced application of globalization within the framework of joint agreements between universities. The research also showed the existence of a current of fanatic ideas in the university, but it is ineffective at the present time due to the difference in the political leadership in the country after the June 30 revolution that toppled the rule of the Muslim Brotherhood. Nevertheless, all participants assert that the views of religious fanatics have hindered the university from developing for many decades and that eliminating such ideological trends requires more time and effort.

The research also revealed the existence of some of the projects already in place in some government colleges of education in the context of globalization, such as a partnership with a German university to develop the German Studies Department in one of the Faculties of Education and the International Diploma for Science, Technology, Engineering and Mathematics teachers, which is a program funded by the European Union. These projects, although few, emphasize that serious steps have been taken by the government's colleges of education to develop the college in the context of globalization. These projects also confirm that the attitudes towards globalization in government colleges of education are positive and seek change in light of the current state policies.

Recommendations

In light of the current research, the researcher presents some recommendations to develop education in the Faculties of Education in Egypt in the context of globalization. First, developing students 'awareness of the phenomenon of globalization and its positives in the field of education through seminars, university conferences, and curricula as well. Second, limiting the phenomenon of professor's book and relying on research, and encouraging students to conduct research. Third, developing education in line with modern technological developments and paying attention to developing the infrastructure for colleges of education. Fourth, providing the necessary training for students so that they can deal with modern technology and be open to the knowledge bank and other electronic libraries available on the Internet. Fifth, developing teaching methods and assessment methods to help students develop the skills of the twenty-first century. Sixth, providing the necessary financial support to the colleges of education so that these colleges can hold scientific conferences and achieve cultural exchange with other universities on a regular basis and in a more effective way than it is now. Seventh, paying attention to raising the academic level of students and implementing the credit hour system, as this constitutes a major obstacle to achieving partnerships with foreign universities. Eighth, confronting the extremist ideology at the university in a more resolute manner than it is now, as the slackness and slowdown in confronting such fanatic ideologies leads to an increase in their spread over time. Ninth, linking the subjects studied by students and the requirements of the labor market to allow graduates to find work after graduation. Finally, bridging the gap between private colleges of education in Egypt and government colleges by establishing partnerships with private universities to establish centers for teacher training and professional development within public universities for education.

Future Research

This research was carried out at two public universities and one private university only in two major cities in the Arab Republic of Egypt, and since there is no similar research for this in Egypt, the researcher recommends that such research be conducted widely with a larger group of public universities for education, especially in the rural and remote regions, where intolerant ideas might have a greater role to play in the attitudes of students and teachers towards globalization.

Second, the researcher believes that it is necessary to conduct similar research after a period of not less than three years on the same universities again, as the results of this study confirmed that the public universities under study are still in a transitional phase and many of the decisions and projects that have been approved have not yet begun to be implemented.

Third and finally, the researcher stresses the necessity of conducting more research on government colleges of education to find out the obstacles that stand in the way of developing the college extensively, as the focus of this research was on the orientations of the professors and professors towards globalization, and other obstacles appeared as secondary results in the research.

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Appendices

Appendix A: Interview Guide

The Interview Questions

A total of 11 open-ended questions were formulated:

1- How do you define the phenomenon of globalization?

2- Do you consider this phenomenon a threat to the national identity?

3- What are the advantages and disadvantages of this phenomenon?

4- Do you think that the educational curricula in the faculties of education in Egypt help to promote the cultural diversity?

5- Do you agree with the phenomenon of the university textbooks?

6- How do you help students to develop 21st Century skills in the faculty of education?

7- Are there any joint programs or projects between the faculty of education and the international organization in the context of the education development?

8- Are there any partnership programs between the faculties of education and international universities?

9- Do you think that the educational policies in the university are influenced by extreme nationalist and religious fanatics?

10-Do you agree with the opinions that see the graduates of the faculties of education as less qualified teachers?

11-What are your recommendations for improving the quality of education in the faculty?

Appendix B: Approvals

CASE #2019-2020-110

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

To: Marwa El-Shinawy

Cc: Dina Riad

From: Atta Gebril, Chair of the IRB

Date: June 2, 2020

Re: IRB approval

This is to inform you that I reviewed your revised research proposal entitled "Globalization and Cultural attitudes of Teachers in Faculties of Education in Egypt" and determined that it required consultation with the IRB under the "expedited" category. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Ashraf Hatem. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

Dr. Atta Gebril
IRB chair, The American University in Cairo
2046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu

Institutional Review Board
The American University in Cairo
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I

الموضوع : ....
المرفقات : ....

لقيــــد : .... ١٠ / ١ / ١
تاريـــخ : ٧ / ٧ / ٥ ص ص

السـيد الأسـتــاذ الـدكتــور / مستشار الجامعة الأمريكية بالقاهرة
تحيـة طيبـة وبعد ،،،

بـالإشارة لكتـاب سيادتكم ومرفقاتة الـوارد للجهـاز فى ٢٠٢٠/٦/٢٢ بشــأن طلـب المـوافقـة عـلى قيام

الـبـاحـثـة / مـروة مـحـمـود محمد الـشـنـاوى – المسجـلـة لـدرجـة الـمـاجـسـتـير/ كلية الدراسات العليا في التربية

الجامعة الأمريكية بالقاهرة- باجراء دراسة ميدانية بعنوان: (العولمة والتوجهات الثقافية للمعلمين في كليات التربية في مصر).

وذلك وفـقا للإطــار المـعد لهـذا الغـرض.

يرجى التكـرم بـالإحاطـة بـأن الجهـاز الـمـركـزي للتعيـنـة الـعـامـة والإحصاء يوافـق على قيـام

الـبـاحـثـة / مـروة مـحـمـود محمد الـشـنـاوى – بـاجـراء الدراسة الميدانية المشار إليها بـعالية وفـقـا للقرار رقم

( ) لسنة ٢٠١٩/٢٠٢٠ اللازم في هـذا الشـأن وعـلى إن يـوافى الجهـاز بنسخة من النـتـائـج النهائية

كامـلـة فـورالانتهـاء مـن إعدادها طبقا للمـادة رقـم (٧) مـن القـرار .

وتـفـضـلوا بـقـبـول فـائـق الاحـتـرام ،،،

الجمار

مجدى محمد جـاد
القائم بأعمال
مدير عام الإدارة العامة للامن

جمهورية مصر العربية

الجهاز المركزى للتعبئة العامة والإحصاء

قرار رئيس الجهاز المركزي للتعبئة العامة والإحصاء
بالتفويض
رقم (١٧٧٦) لسنة ٢٠١٩/٢٠٢٠

فى شأن قيام الباحثة / مروة محمود محمد الشناوى – المسجلة لدرجة الماجستير/ كلية الدراسات العليا فى التربية الجامعة الأمريكية بالقاهرة - باجراء دراسة ميدانية بعنوان: (العولمة والتوجهات الثقافية للمعلمين فى كليات التربية في مصر).

رئيس الجهاز

- بعد الاطلاع على القرار الجمهورى رقم (٢٩١٥) لسنة ١٩٦٤ بشان إنشاء الجهاز المركزى للتعبئة العامة والإحصاء.
- وعلى قرار رئيس الجهاز رقم (٢٣١) لسنة ١٩٦٨ فى شأن إجراء الإحصاءات والتعدادات والاستفتاءات والاستقصاءات.
- وعلى قرار رئيس الجهاز رقم (١٣١٤) لسنه ٢٠٠٧ بشأن التفويض فى بعض الاختصاصات.
- وعلى كتاب الجامعة الأمريكية بالقاهرة - الوارد للجهاز فى ٢٠٢٠/٦/٢٢.

قـــرر

مادة ١: تقوم الباحثة / مروة محمود محمد الشناوى – المسجلة لدرجة الماجستير/ كلية الدراسات العليا فى التربية الجامعة الأمريكية بالقاهرة - باجراء الدراسة الميدانية المشار اليها عاليه.

مادة ٢: تجرى الدراسة على عينة حجمها (٣٠) ثلاثون مفردة من أساتذة وطلاب، بالجامعات الاتية: (عين شمس – الإسكندرية - الجامعة الامريكية بالقاهرة).

مادة٣: تجمع البيانات اللازمة لهذه الدراسة بموجب الاستماره المعدة لذلك وعدد صفحاتها ثلاث صفحات معتمدة كل منهما بخاتم الجهاز المركزى للتعبئة العامة والإحصاء.

مادة ٤: تقوم الجامعات المستهدفه – وتحت إشراف السادة أمناء عموم تلك الجامعات – بتيسير اجراء هذه الدراسة الميدانية ومراعاة الضوابط الخاصة بتقييم درجة سرية البيانات والمعلومات المتداوله مسبقا بمعرفة كل جهه طبقا لما جاء بخطة الامن بها.

مادة ٥: يراعى موافقة مفردات العينة - وسرية البيانات الفردية طبقا لقانون الجهاز رقم (٣٥) لسنة ١٩٦٠ والمعدل بالقانون رقم (٢٨) لسنة ١٩٨٢ وعدم استخدام البيانات التى يتم جمعها لأغراض أخرى غير أغراض هذه الدراسة.

مادة ٦: يجرى العمل الميدانى خلال ثلاثة أشهر من تاريخ صدور هذا القرار .

مادة ٧: يوافى الجهاز المركزى للتعبئة العامة والإحصاء بنسخة من النتائج النهائية لهذه الدراسة.

مادة ٨: ينفذ هذا القرار من تاريخ صدوره.

صدر فى: ٢٠٢٠/٦/٣٠

مجدى محمد جاد
القائم بأعمال
مدير عام الإدارة العامة للامن

الجامعة الأمريكية بالقاهرة

استمارة موافقة مسبقة للمشاركة في دراسة بحثية

عنوان البحث :التوجه الثقافي للمعلمين في كليات التربيه في مصر نحو ظاهره العولمه

الباحث الرئيسي: مروه محمود الشناوي
البريد الالكتروني: marwaelshinawy@ aucegypt.edu
الهاتف: ٠١٠٩٦٥٠٩٩٧٩

انت مدعو للمشاركة فى دراسة بحثية عن

هدف الدراسة هو استطلاع الأراء حول ظاهره عولمه التعليم في كليات التربيه

نتائج البحث ستنشر فدوريه متخصصه.

المدة المتوقعة للمشاركة فى هذا البحث هي حوالي ساعه

اجراءات الدراسة تشتمل على اجراء حوار حول ظاهره عولمه التعليم

لا توجد أي مخاطر متوقعة من المشاركة فى هذه الدراسة

الاستفادة المتوقعة من المشاركة في البحثهي المساهمه بأراء و توصيات تفيد عمليه تطوير التعليم و الهيئات المنوطه بذلك

السرية واحترام الخصوصية: المعلومات التى ستدلى بها فى هذا البحث سوف تكون سرية.

أذكر الافراد الذين يمكن الاتصال بهم عند الرغبة فى الحصول على مزيد من المعلومات عن الدراسة وحقوق المشاركين وكذلك فى حالة حدوث أي اصابة أثناء المشاركة فى هذا البحث. على سبيل المثال يمكنك كتابة التالى: " أي أسئلة متعلقة بهذه الدراسة أو حقوق المشاركين فيها أوعند حدوث أى اصابات ناتجة عن هذه المشاركة يجب ان توجه الى (مروه الشناوي رقم هاتف ٠١٠٩٦٥٠٩٩٧٩.

ان المشاركة فى هذه الدراسة ماهى الا عمل تطوعى, حيث أن الامتناع عن المشاركة لايتضمن أى عقوبات أو فقدان أى مزايا تحق لك. ويمكنك أيضا التوقف عن المشاركة فى أى وقت من دون عقوبة أو فقدان لهذه المزايا.

الامضاء: ....
اسم المشارك : ....
التاريخ : ..../................./..............

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

Documentation of Informed Consent for Participation in Research Study

Project Title: Globalization and Cultural Attitudes of Teachers in Faculties of Education in Egypt

Principal Investigator: Marwa El- Shinawy

Email: marwaelshinawy@aucegypt.edu

You are being asked to participate in a research study. The purpose of the research is to explore the attitudes towards the phenomenon of globalization in faculties of education. The findings may be published. The expected duration of your participation is approximately one hour.

The procedures of the research will be as follows; after you sign the informed consent form, you will be interviewed by the researcher and asked some questions about your attitude towards the phenomenon of globalization in higher education. Data will be collected through conducting one to one, audio taped interviews.

There will not be certain risks or discomforts associated with this research.

There will not be benefits to you from this research.

The information you provide for purposes of this research will be confidential. Your name will be confidential and all the audio tapes will be destroyed once the information obtained.

An explanation of whom to contact for answers to pertinent questions about the research and research subject's rights, and whom to contact in the event of a research-related injury to the subject; for example: "Questions about the research, my rights, or research-related injuries should be directed to Marwa El-shinawy at telephone number (01096509979).

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature   _____

Printed Name   _____

Date   _____