Challenges of Globalization to School Curricula from the Point of View of Faculty Members with Suggestions of How to Deal with it

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Abstract
The current study aims at recognizing the Defining Globalization phenomenon and Identifying the most important challenges globalization causes to curricula. A random sample of (47) members of the teaching staff of the College of Education for Girls selected randomly chosen which to one scale was applied. The scale content 42 items includes a theoretical review of globalization, the most important points it includes are: the concept of globalization, its rise and causes, is it positive or negative, and Globalization and technological development. After making sure of its psychometric characteristics, Results indicated that the average of the responses of sample members to the challenges globalization is more than the hypothetical mean at 90%. These Challenges, most important of which are Globalization influences methods of training teachers in order to make them well-qualified to benefit from the new information and technology revolution. Only three challenges are less than the hypothetical mean. Therefore, they do not represent challenges of globalization to schooling curricula.

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Selection and peer-review under responsibility of Cognitive-counselling, research and conference services (c-crcs).

Keywords: Globalisation, Curriculum

Introduction
The rapid development of scientific knowledge and technology that flooded humanity, along with the conflict of civilizations, has created some kind of an unbalanced state between society and modern technology. Thus, an individual in our society has grown incapable of dealing with such huge modem communication techniques he is exposed to.

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Contemporary globalization is considered an idea or a phenomenon that bears a challenge to education in general and to school curriculums in particular. It has become a fait accompli that is impossible to avoid or yield to. It is, actually, a landmark of this accelerating age which has brought about a big deal of transformations carrying both traditional and, equally, non-traditional challenges to our lifestyle and culture. They may be considered a threat to the culture of the society horizontally and vertically. According to Assayyid (2002:39), Globalization today dominates all aspects of life: economy, social life, politics, culture, knowledge transmission, media and education.

Globalization can be summed up in two words: DENSITY and SPEED of the transmission of information. Thus, one may feel that he lives in a unified world, or, as McLuhan puts it, in a global village, in reference to the connectedness among its inhabitants in terms of their close relations and neighborhood and to the limitation of place in it. What happens at a certain spot will soon be known for all and its influence may appear throughout the whole village (Ghalyoun and Amin, 2002:56).

Globalization can be viewed from two perspectives: first, as a phenomenon of civilization. In this respect, it is considered the outcome of the age of Revolution of the New Information technology and Communication (or the Computer Age) which has dominated the world since the second part of the 20th century till now. In consequence, the world has been transformed into a global village due to the super speed of the new media and communication, and the accessibility of huge amount of information via the internet. Second, from the ideological point of view, globalization, due to the policies of the New World, establishes the dominance of the West, particularly America, over the other parts of the world (Imam: 2000: 76).

Contrastively, al-Jamil (2000: 85) bitterly criticizes those who see it ideological; yet he thinks that it obsesses all aspects of contemporary and future life, i.e. economical, social, political, epistemological, cultural, informational and educational, over the whole world. He also stresses that globalization has its own culture, kept unrecorded, whose values are diffused throughout satellites and T.V. channels, and through the various ways of daily life such as types of food, clothes, means of transport, telephones, T.V programs, educational systems, labor opportunities, learning foreign languages in addition to the long queues at the gates of the foreign embassies of industrial countries. It is the culture of internationalization (Hanafi and al-Adhum, 2002: 29).

In this respect, educational globalization is the most dangerous type. It is considered an educational extortion of a society and individuals. A good example of such extortion is the foreign intrusion into the affairs of other countries, especially in education and curricula, mass media, modern communication means such as satellites, T.V. channels, and computers. This may destroy the value systems of a society and damage its educational ones.

Therefore, it is advisable that educational institutions in the country should keep reviewing the schooling curricula in content and methods of teaching and assessment in order to be able to cope with its age. It is important to develop self-education and critical thinking skills in order to criticize habits of daily life around, encourage scientific research at all levels and in all fields of knowledge and help people comply to the cultural and social values consistent with the principles of Islam.

Consequently, this research deals with globalization as a scientific phenomenon in order to shed light on the challenges it brings about on schooling curricula, and thus, to suggest effective methods for confronting it from the point of view of an important section of the society, namely the teaching staff at the university. Hopefully, the research will prove useful for preparing and revising the school curricula which is an essential part of education.

Goals of the Study

1. Defining Globalization phenomenon
2. Identifying the most important challenges globalization causes to curricula
3. Suggesting the useful methods to confront this phenomenon.

Theoretical Background

Globalization is not a new event in history. It can be traced back to ancient civilizations when a certain civilization used to dominate others and lead the world (al-Hadithi, 2002: 35). Leading the world means Control, Governing and Containment.

This is also stressed by another study which identifies containment with the imposition of control and dominance over the world, and thus, social identities and peculiarities will be suppressed. This is different from universality which means moving from the particular to the universal (Mohammad, 2008:7).

The concept of globalization has become an intellectual stream preoccupying many politicians and intellectuals in addition to governments and societies. Ultimately, developed countries, which have a highly developed economy and advanced technological progress, are oriented to new trends regarding globalization. They see the world as a politically, economically, culturally and educationally unified entity (Mohammad, 2008:9). Nevertheless, the concept has not been exhaustively defined because of the incompatibility between the intellectual and procedural bias (al-Bakr, 2003: 51-5).

However, despite this diversity of definitions, globalization is considered one of the most prominent and multi-dimensional phenomena in the world. It goes into all aspects of life and endeavours to dominate it entirely either directly or indirectly (al-Hadithi, 2002: 35).

Some others see that globalization means the dominance of Western culture, especially the American culture, over other cultures of the world, or rather, the world has become almost Americanized. This is a fact that even Europe is suffering from (Qatamish, 1999: 15).

Yet, there are others who think that globalization is to build up a unified world based on a unity of global criteria and liberation of international relations, i.e. political and economical, cultural approximation, spreading information, universal trade products, popularity of technological progress and universality of information (Madkour, 2000:7). Moreover, it is defined as a new worldwide condition that goes strongly through all fields of life whereas others see it as a cultural, economical, social and political invasion directed towards religion, values, identity, and virtues (al-Sumrani, 1999: 129).

Viewed differently, globalization is seen as a set of international relations that arose after the World War II and yielded such institutions as the World Bank and the International Monetary Bank. It can also be considered a complex phenomenon in which there overlaps all elements of economics, politics, culture, education and behaviour. However, all in the world can join it but through the gate of politics, i.e., as states and countries. At all levels, it may witness many transformations that affect humans everywhere on earth. International organizations and multi-national companies contribute greatly to these transformations.

- Globalization: its Rise and Causes

The term, globalization, first appeared in the mid-1960s in Marshal McLuhan’s Guentin for War & Peace in the Global Village. The book deals with the America-Vietnam War and the role of TV in turning the audience into participants in it. It also concludes that electronic media during peace can render technology an effective tool for social change.

There is also Brzesinski’s Towages Americans Pole in the Technology in which the writer states that the world has been transferred into a set of dynamic interwoven relations. He considers the U.S. of America the first-rate world society in history because it is the centre of the techno-electronic revolution and the only pole that balances the economic powers of the world and lies on top of the capitalistic system. America as such has been set as a model of a well-qualified leader of the world. Its experience and culture should, consequently, be generalized over the whole world. Here comes Francis Fukuyama’s topic, the End of History, followed, then, by other types of ends, namely, the ‘End of the State’ and the ‘End of Ideology’ (Qabel, 2004: 17-18).

Now, the reasons behind the rise of globalisation are:
The industrial growth in the developing countries has led to increasing the exports and imports of the products of the developing countries as it is found in South Asia.

The scientific and technological progress as well as the decrease in the cost of transport and communication have made distance and time no longer a barrier.

Relaxing restrictions over trade and investment causes reduction in the customs duties over manufactured products in the developed countries under the patronage of the General Agreement on Tariffs and Trade (Gatt).

The Integration of financial Markets Worldwide: the movement of capital among those stock markets is a manifestation of international financial integration.

A boom in the private capital and the direct foreign capital investment.

Strategic alliances among giant companies: the great companies struck by competitive strategies have converted to alliance strategies in order to transfer and develop technology and also to reduce the cost of competition and research.

Multi-national and cross-continental corporations: these companies hold branches in many countries outside the company’s home country but they are tied to the headquarters.

Regional unions and communities: as examples of these unions are:

- European Economic Community (EEC)
- Asia-Pacific Economic Cooperation (APEC)
- National Association of Insurance and Financial Advisors (NAFIA)
- Association of Southeast Asian Nations (ASEAN).

Quality Assurance System ISO 9000: it is a series of standards, developed and published by the International Organization for Standardization (ISO), that define, establish, and maintain an effective quality assurance system for manufacturing and service industries.

Electronic Management: it is based on the information technology which results from merging computer with information sciences.

Electronic Trade: computer science and communication have been merged. They have yielded the INTERNET. This has greatly made marketing services easier (Saqr, 2002: 1509).

Globalization: Positive or Negative?

Views and attitudes vary according to whether this phenomenon is positive or negative.

Some think that globalization is positive. They relate it to democracy. It, further, calls for preserving human rights and supports the organizations in this field in an attempt to supervise them and protect them.

Others see it negative being related to the structural unemployment, lack of systematic work, and the wide gap between the rich and the poor in the world, the increase of insecure urban places which will lead to an increase in violence, and ultimately, to the increase of territorial movement that prevents progress. It is, then, a phenomenon that causes chaos.

Between these two extremities, there is a third opinion that is suspicious and worried towards globalization. China and Malaysia are among the countries that partially try to resist it. Whereas they try to restrict its impact on their national sort of life, they want to benefit from their participation in the world economic trade (Vaden: Internet).

On the other hand, further two orientations are highlighted in this course: one identifies the positive side of the phenomenon, i.e. trading, exchanging information and experiences, and fast transportation beyond traditional political borders. The other considers the negative side exemplified by loss of national identity and culture against the global one, weakening national sovereignty and the fall of small markets under capitalistic ones led by America, and thus, their economy will be strangled by the greatest powers (al-Bakr, 2000: 8).
In recent times, academic circles, equally in both highly developed and developing countries, have been preoccupied with forming new strategies for higher education in order to promote university teaching to be equal to the challenges of globalization.

As a matter of fact, the international community, in terms of globalization, has brought pressure onto higher education for urgent reform. Nowadays, worldwide curricula have become part of our plans to develop teaching programs and curricula. With the growth of knowledge and effective means of communication, previously isolated areas have gained access to more information and knowledge through electronic communicative devices. New information technology is able, now, to produce new devices useful to education so that there is no longer a need to move students and professors round the world. Therefore, it has become possible to put students from different countries into one class without their need to step out of the house. In addition, there are global institutions for information investment.

Moreover, merging the global dimension of higher education with research work and services, the relationship between higher education and economy has changed. Knowledge capital is, now, the main source of progressive economy. By virtue of technological developments, traditional universities are no longer the only source of higher education. Recently, there have appeared new universities with new facilities to more competently cope with the students’ needs in the subjects and types of study they present in accordance with the labour market’s needs.

However, at the present time, several problems in the higher education have generally appeared in the Arab countries; they can be summed up as follows

- Most attention is being focussed over humanities, law and arts rather than medicine or engineering,
- Vocational education, responsible for training middle cadre technicians, is neglected,
- The standard level of education of the graduates has declined because universities depend on spoon-feeding method of teaching rather than on new efficient methods. Moreover, they do not generally employ modern technology. There is also a lack of libraries and well-equipped laboratories.

It is concluded, then, that university education should relate to the scientific and technological development in the light of globalization. One may notice the increasing number of unemployed graduates at the present time. This is a sign of economic stagnation. To repair such a state, there is a need to configure future specializations in accordance with the local market’s needs that go in conformity with the needs of the international market. It is necessary to keep balance between higher education and obligation. Education is, thus, considered an integral process that comprises not only an economical development but also cultural and social ones. That is, it is a comprehensive development which cannot be performed by the society unless it is based on sound footing, for such a kind of education is necessary for social security (see Porter and Vidovich, 2000; Kishun, 2000; Hudson, 2000, and al-Zawawi, 2002: 42).

- Globalization and Technological Development

Scientific and technological development is one of the most outstanding elements that contributed so effectively to the spread of the phenomenon of globalization. This can easily be exemplified by the wonderful communication devices and means of information transmitting since the 1990s of the last century due to the new communication revolution and the explosion of information, across the world, which are embodied by computers, digital systems and so on. Hence, one may find him/herself at a global situation ever found in history. A new world is being formed. It is new in all respects, i.e. values, domain, culture, structure, system, implements and devices (al-Hadithi, 2002: 81).

It follows that this scientific technological progress has become the main enormous power responsible for finding and motivating globalization. It was unprecedentedly able to reach everywhere on earth and that it had its impact on the human mind and in forming new concepts and new habits of behavior and lifestyle through the news it presents, the ideas it popularizes, dialogues and discussions it holds and via propagating advertisements (Madkour, 2003: 463).
Procedure

The research adopts an analytic descriptive method.

The Study Community and Sample

The research depends on a corpus of 47 members of the teaching staff of the College of Education for Girls selected randomly. This represents 27% of the entire number of the teaching staff members of the college, which are 169 professors.

The Study Instrument

A questionnaire of 42 items has been designed. It is supposed by the researcher to cover all the challenges of globalization to schooling curricula. Each item has been given three alternatives: i. Big Challenge ii. Certain-Extent Challenge iii. No Challenge

Authenticity and Constancy

For the sake of authenticity and constancy, the questionnaire was sent to a Jury Board, a team of six Psychology and Education consultants. The researcher revised the research in accordance with the viewpoints of the consultants. Accordingly, the tool contains now 30 items only. See appendix 1. The criteria alternatives are three: i. Big Challenge (BC), ii. Certain-Extent Challenge (CEC) iii. No Challenge (NC)

Constancy co-efficient is measured by means of testing repetition. It achieves 0.89, which gives high authenticity to the tool.

Study Results and Discussion

The researcher has collected the answers of the sample community to question, No. 2, i.e. What are the challenges of globalization to schooling curricula identified in the research?). Then, he creates a graph of bar charts and enters the data onto it in order to obtain the frequency of each alternative response so that he can reach the probable value for each item of the research. You may consider that every item represents one of the challenges of globalization that will be arranged in a descending order, as in table 1.

The Hypothetical Mean of the Questionnaire is 2. It is found that for 27 items, the probable value is more than the hypothetical mean at 90%. Only three items are less than the hypothetical mean. Therefore, they do not represent challenges of globalization to schooling curricula.

Globalization Challenges to School Curricula in a descending Order according to their Probable

It appears in the results of the research that 27 challenges have been imposed by Globalization over schooling curricula; they are as follows:

* Globalization influences methods of training teachers in order to make them well-qualified to benefit from the new information and technology revolution.
* Globalization influences school curricula, for it is concerned with the students’ personal and technical growth and skills to use information and data independently and creatively.
* Globalization urges teachers to abandon spoon-feeding method of teaching.
* Globalization challenges schooling curricula through focusing on preparing a student as a man of his/ or her age to be able to face life.
* Globalization makes the electronic book equal to the paper one.
* One of the aims of Globalization is to encourage the student’s self-education so that s/he will grow on his own via the new communication means.
* Globalization imposes global criteria on educational institutions.
* It forces educational institutions to prepare its graduate for non-constant or permanent careers.
*It presents many ethical standards to be reflected in the school curricula.
*It creates a situation in which the government education system is not safe of competition by the private sector which tries its best to meet the students’ needs.
*It provides learning and education opportunity at all times even if there were no teachers available.
*It causes the value system contained in the schooling curricula to deteriorate through intervention in changing syllabi and school textbooks.
*It influences the selection of activities and teaching experiments and knowledge.
*Globalization will make the content of school textbooks be affected because of Globalization.
*It influences the goals of the educational and teaching institutions.
*It influences the explosive growth of knowledge which will affect, in turn, the content of school textbooks.
*The concept of Home Land and citizenship in schooling textbooks will be affected because of Globalization.
*It affects the explosive growth of knowledge which will affect, in turn, the content of school textbooks.
*Pupils’ dropping out of schools and heading towards open learning will be caused by globalization.
*Globalization brings about pressure on schooling curricula so that it makes it pressure over schooling curricula so that it makes it produce controversial topics and urge students to participate in telling their own viewpoints freely.
*It introduces new topics to school textbooks.
*It helps non-governmental academic organizations to appear and to compete with their governmental counterparts.
*Our graduates will have the opportunity to compete with others from global education institutions.
*Globalization represents a challenge to school curricula since it encourages teaching and training students to master skills in accordance with the needs of labour markets.
*It helps abolish the borders among countries and remove the barriers from the way of scientists and highly-qualified persons to migrate from their countries.
*It produces an obvious conflict between measurement units in cultural and educational topics between highly-developed countries and developing ones.
*It influences our growth by getting them to accept the Western model in dividing society into classes.
*Because of Globalization, concern with Arabic is diminished while people are oriented towards learning foreign languages.

1. Recommendations

- Goals of education in all of its branches should be reconsidered in order to produce students with improved proficiency in reasoning and judgment.
- Educational goals should focus on distinguished levels as compared to the global one rather than the local.
- Educational goals should aim at presenting challenges to the students’ intelligence.
- Goals of curricula must be clear and even the aims of the topics inside the school textbooks.
- Educational objectives should be characterized by comprehensiveness. They should academically cover various types of skills, i.e. scientific, mental, informational and sports, in accordance with the world educational criteria.
- Encouraging non-governmental academic organizations to adopt part of the process of measurement and evaluation of the students’ skill at all levels.
- It is necessary for schooling curricula to have a future view of the teacher in the globalization time.
- School curricula should interact with the fast changes around in order to cope with the contemporary global educational trends.
The teaching staff should get training along with the changing textbooks in order to enrich their competence and improve their performance.

Quality assurance should be considered in building and developing curricula.

Modern science should be taken into consideration when making curricula for the textbooks to be in harmony with their age. Thus, students will be creative rather than consumptive.

Developing self-education skills by following new information technology.

Education should aim at building scientific critical mentality for the student so that s/he could face open-mindedness and the world information media.

Modernizing and updating learning in conformity with the world scientific and technological progress with regard to the Islamic heritage.

Methods of assessment and evaluation should be considered.

The teaching staff should be directed towards being creative in applying the curricula.

Relate the curricula to the environment and society of the learners to help them adapt to the new events properly in the light of globalization.

Developing the creative thinking of learners in order that they would be capable of handling current and future problems.

Schooling curricula should be adjusted to develop and consolidate the concept of self-supervision and the social and religious principles in the learners.

Learners should be helped to make the optimal use of every thing to serve themselves and society.

Curricula should be constantly reviewed.

Curriculists should set exhaustive plans for developing values and tendencies that conform to globalization.

Establishing educational centres specialized in following up world markets in order to adapt curricula accordingly.

Private educational institutions should be put under surveillance of the government to supervise their curricula and ways of preparing their graduates and to check the learning skills of their graduates.

Curricula should contain topics and situations that consolidate love of their homeland and citizenship.

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