Global Polarization and Challenges of Future Higher Education in Developing Countries with Respect to Constructivism in Teacher Education

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Abstract

The world we see today around us is the result of the development of higher education which is depended upon the knowledge delivery system of teachers related to the teacher education process. Nations have been popular due to good teachers in them that show the importance of teacher education. Our world is highly polarized today due to unequal development of higher education and teacher education in different regions. Today, the process of development of globalization is characterized by western system. The system of education has also been the same but teacher education in many parts is thought to be not similar to those of developed countries. If the system of education is similar to western systems, America and Europe as a whole, the education is termed as good but if it does not match with these countries, it is not thought as good. We have also unprecedented academic mobility today due to globalization and emergence of global college rankings. Due to globalization, higher education today is connected with global network of knowledge and there is mobility of skillful and talent manpower. The universities and colleges of developed countries have been marketplaces of higher education which has also been a kind of threat of brain drain. Today we can see that our nations are also polarized in terms of the delivery of knowledge and skill by using modern technology in higher education. Similarly, educational systems, institutions, universities and colleges are also polarized with respect to developed, undeveloped, rich and poor, cost, quality, access and relevancy. So realizing these things, the purpose of this study is to show how higher education has polarized nations in terms of economically developed and less developed countries causing global disorder. The research methodology of this study is document analysis related to globalization, inequality in higher education, unequal economic development, technology, cultural changes and political threat around the world. The result of this study is global disorder relating to the role of developed nations due to higher education. The implication of this research is that nation states are highly depended to each other due to globalization and there are challenges to change the mindset of the traditional people by the efforts made by teacher educators. Teacher education should be related to constructivism.

Key Words: globalization of higher education, technology and teacher education, unequal economic development, constructivism in education and global polarization.

Introduction

Today, modern education has changed the world unprecedentedly. The situations before twenty years back and today are comparatively different. The system of the delivery of knowledge has been transformed from only gaining knowledge to knowledge economy. The era of twenty first century is thought to be more complex than the twenty century. Every present day appears with the expectation of some changes to happen in the emerging society. Regarding this situation, Khaniya (2007: 2) has mentioned as follows:

> We need to understand that education is changing, and the education we received and the skills and abilities we gained some years ago may not be sufficient to enable us to cope with the requirements of the changing world. Today education is not like receiving once and using it for ever. We cannot utilize the knowledge and skills we have gained through education in the past unless we update them in light of the present needs. Therefore, our education has to be examined in light of the changing context of the world.

Modern development of the countries is depended upon the system of knowledge delivery process. Due to this process, our world has been divided into – First World Countries, Second World Countries and Third World Countries. According to this division, countries are highly developed, moderately developed and less developed. If we remove the word, 'undeveloped', the countries will be categorized as 'developed countries' and 'developing countries'. The main aim of this paper is to show differences in higher education system between developed and developing countries.

The world, at present, has centered the mobility in between developed countries, widely known America and Russia, as the countries of the First World. Although, there are some other countries in the list of developed countries, America and Russia are most remarked countries as polarized nations with two different political poles and almost equally developed in modern weapons. The development of these countries is the product of modern education system developed by them. And 'global polarization' in this article mentions to the fovour and acceptance of these developed countries. Similarly, 'polar globalization' has caused different conflicts around the world. People from around the world, who went to study in these developed countries, are thought to have gained the skills of higher quality than those who studied in developing countries. So, there is rush of students from developing countries to the developed countries and they also are

employed in the same country but they do not want to return in their own country. So due to this reason, we have global polarization of higher education causing developing countries at peril for their future higher education, which is the consequence of globalization. According to Petras and Veltmeyer (2001: 8) "Currently, the term "globalization" enjoys immense popularity. It is a key word in not only the dominant theoretical and political discourse but also in everyday language". In the same way, people have experienced 'globalization' in their systems of dealing everyday, around the world because it is inevitable and its impact on local culture is undeniable.

Globalization of Higher Education

It is proved to be true that quality assurance in higher education sector of developing countries has been important aspect due to globalization of higher education. The matter is related to the relevant policies, systems and educational structure of higher education developed in international standard. Globalization has directly influenced higher sector as Carnoy (1999) ; and Hirst et al. (1999) have stated, "Globalization is a flow of technology, economy, knowledge, people, values and ideas and it is also known as mobility in many forms such as information, knowledge, people and employment" (as cited in Lam 2010: 74). Due to the use of modern technology, financial causes and quality assurance; globalization has increased interconnectedness and interdependency among the higher education institutions all round the globe.

Globalization has created new issues with the requirements of changes in higher education sector. If people meet these needed changes through education, they will be employed otherwise employment is no more ahead of them but will be back. Due to globalization, higher education today is beyond national borders and boundaries. People have got learning and employment opportunities worldwide if they are found capable of handling the job for quality. Globalization has forced people to take higher education of global standard like that of Oxford University or of Harvard University; or like that of any reputed university in any country. For this purpose, there is mobility of teachers, students, technologists or experts in any kinds of production sector in places where they are paid high. Owing to these reasons, many experts from developing countries do not want to stay in their native land but prefer to stay in another foreign country for educational opportunities, social advancement and economic development. This is the impact of globalization of higher education. So, academic manpower is not limited at a place but there has been global mobility of expert manpower due to globalization.

About impact of globalization Damme(2001: 2-4) has mentioned as follows:

> Globalisation and the transition to a knowledge society seem to create new and tremendously important demands and exigencies towards universities

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as knowledge-centres. Many observers expect an increase in the demand for higher education worldwide. In the developed world the knowledge society will ask for even more highly qualified knowledge workers. Internationalisation and globalisation lead to an erosion of the national regulatory and policy frameworks in which universities are embedded. Most modern higher education institutions are product of national developments and policies and are fully integrated in national educational systems. One of the most visible manifestations of globalisation is the emerging 'borderless' higher education market. The huge increase in the worldwide demand in higher education, the budgetary and capacity problems of many nations to meet this demand, and the opportunities created by new communication technologies and the internet, shape an environment in which new, mostly for-profit providers successfully can expand the supply of educational services.

There is mobility of students from one country to another; from developing countries to developed countries. It is thought that there is delivery of quality education in developed countries which makes employment possible. This concept is created due to globalization of higher education.

About globalization and higher education, Carnoy (2005: 3-4) has stated as follows:

If knowledge is fundamental to globalization, globalization should also have a profound impact on the transmission of knowledge. Globalization increases the demand for education, especially university education, and increases pressure on the whole system for higher quality schooling, often producing perverse educational consequences, particularly from the standpoint of equity. Globalization increases the demand for education and educational equity due to rising payoffs to higher education in a global, science based, knowledge intensive economy make university training more of a 'necessity' to get 'good jobs'.

Because of globalization, lifestyle of people has been complex. It is because people want to lead a life that brings quality in them and for which income should be increased. If higher education is of quality, more money will be paid for the graduates. In this way, due to globalization, it is clearly known that someone who has taken higher education from Oxford University or Harvard University, will be paid high but from some other universities of developing countries, such type of opportunity is impossible to grasp.

Global Polarization

Polarization of the world may refer to political favour of rich and developed countries by poor and developing countries. These days also, we can take the favour of global world either for America or for Russia. Political conflicts and

military conflicts get round these two countries. It is because of the technological and educational advancement of these countries. Similarly, people are also divided into such types of groups to get favour. This is the process how developed and developing countries make differences between these two poles. About polarization Wikipedia, The Free Encyclopedia has mentioned as follows:

> In the world of politics, polarization (or polarisation) can refer to the divergence of political attitudes to ideological extremes. Polarization can refer to such divergence like public opinion or even to such divergence within certain groups. Almost all discussions of polarization in political science consider polarization in the context of political parties and democratic systems of government.

Similarly, we can say that there is global polarization of higher education. We can easily guess that education in those universities which are higher in rankings provide better and quality-oriented education so that those degree holders have no more problems to get jobs. The system of delivery of education has been different due to globalization as well as technological advancement. So, in my opinion, global polarization in higher education is assumption of universities such as job-oriented or no more job- oriented in the global market. So, the main choice of the capable students has been foreign countries like- India, America, Europe, Australia, Russia, China etc. rather than taking education in their own country. Today we have countries driven by modern technology and some others driven by broken brooms. This situation has made polarization of higher education. There is a big gap of polarization between the rich and the poor nations and people as well. So is the gap of higher education polarization.

Technology and Teacher Effectiveness

In the past anybody who knew about reading and writing would be a teacher and it was easier time in comparison to the present era. At present also, it is easier to be a teacher in developing countries than in developed countries due to the matter of technology. Regarding the use of new technologies, Agarwal (2010:240) has stated as follows:

> Advances in new technologies, particularly the internet, are now widely used to enhance the quality of higher education provision. Overall, the new technologies can have a profound impact on higher education. The new technologies can change the teaching-learning process in a way that has not been possible before. Richness of illustration and visualization and possibility of individualization could ensure that the most difficult concepts can be understood by all.

If teachers teach using the same traditional system of teacher centered methods, students of this era of globalization feel uneasiness to understand their world. The students of this era know that in developed countries, knowledge is delivered by

using different kinds of new technologies but in developing countries education is imparted by using same traditional methods; teacher centered. In this way, someone who has studied in developed countries, it is thought that he has got quality in his education. This is the situation that technology is directly related to teacher effectiveness. Connection of internet and power point multimedia in classroom certainly enhances the quality of teaching and teacher effectiveness. Modern technology connects the world in no time. So, technology enhances teacher effectiveness.

Constructivism in Teacher Education

According to Wikipedia, The Free Encyclopedia, "Formalization of the theory of constructivism is generally attributed to Jean Piaget, who articulated mechanisms by which knowledge is internalized by learners. He suggests that through processes accommodation and assimilation, individuals construct new knowledge from their experiences". Constructivism is known as active learning of the learners themselves. In constructivism learning, instructors will be just as facilitators. Learners have their own world view and construct knowledge. Constructivism promotes the process of interaction in learning among the learners to shape the truth.

But in the context of developing country like Nepal, constructivism in teacher education does not seem to have been applied. Teacher training process is followed by theoretical process. But it is a matter of constructing new knowledge on an experimental basis. The use of discussion, interaction and pieces of puzzles are more effective problem solving activities. Only rote memorizing should not get more priority in teaching and learning.

Regarding constructivism, Glaserfeld (1989: 2) has stated as follows:

> The revolutionary aspect of constructivism lies in the assertion that knowledge cannot and need not be 'true' in the sense that it matches ontological reality, it only has to be 'viable' in the sense that it fits within the experiential constraints that limit the cognizing organism's possibilities of acting and thinking.

In teacher education, from teacher educators, teachers should learn to teach students about how to construct knowledge. For example, before Galileo, people believed that the sun moved round the earth and brought day and night, but the earth was stable. But when Galileo invented telescope and observed the planets, he announced that the earth revolves round the sun and the sun is constant. It brought drastic change and revolution in the social, cultural and psychological construct of the people. It was difficult to change traditional concept of people. In this case, Galileo's creation of knowledge constituted constructivism. This type of

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creation of constructivist knowledge needs in teacher education, but not only explanation what is written in the text.

About constructivism, Educational Broadcasting Corporation (2004) has stated, "Constructivism is basically a theory -- based on observation and scientific study -- about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences". In developed countries constructivism in teacher education has been applied and teaching and learning processes are through research and presentation. Teachers and students should be involved in research to find the fact. Without research work, only obtaining degree does not help to be a good teacher. Teacher education should focus on making teachers as artist and creative. So, constructivism in teacher education should be applied in higher education sector.

Future of Higher Education in Developing Countries

Today, the effects of globalization are around us. Due to technological development and competition of nuclear weapons and space exploration, the developed and developing countries have been in wider gap to meet together at a point. Due to globalization, there is global market of knowledge and goods which are in the hands of developed nations. The developing countries are the markets of developed countries. But the huge amount of money collected by developed nations will be used for the production f weapons, but there is little use for developing nations. This situation has grown rich countries richer and poor countries poorer. So, there will be differences in the delivery of higher education between the countries of these two categories.

About higher education in India, British Council (2014: 4) has stated as follows:

> **The supply-demand gap:** India has low rate of enrollment in higher education, at only 18%, compared with 26% in China and 36% in Brazil. There is enormous unmet demand for higher education.
>
> **The low quality of teaching and learning:** The system is beset by issues of quality in many of its institutions: a chronic shortage of faculty, poor quality teaching, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching.
>
> **Constraints on research capacity and innovation:** With a very low level of PhD enrollment, India does not have enough high quality researchers; there are few opportunities for interdisciplinary and multidisciplinary working, lack of early stage research experience; a weak ecosystem for innovation, and low levels of industry engagement.
>
> **Uneven growth and access to opportunity:** Socially, India remains highly divided; access to higher education is uneven with

multidimensional inequalities in enrollment across population groups and geographies.

These situations, as mentioned above, are representatives to the situations of developing countries. The developing countries will have more crises in terms of constructivism in teacher education and delivery of education. They will have shortage of funds and qualified teachers. In such situation, students will feel bored in their classrooms and dropout rate will be increased. The students who have capacity to afford money, they join colleges or universities somewhere in developed countries to make them able to get educational opportunities in developed countries so that they get social advancement and economic development. Teachers will not be well trained and do not get good salary to maintain livelihood. Moreover the developing countries will have developed the process of more dependency on the developed countries of their favour. Although interconnectedness is developed, it will be according to favour and partiality so that polarization takes place. As a whole, due to the lack of constructivism teaching learning environment, the education system remains weak in developing countries. It is because of the migration of capable and educated people to developed countries.

Conclusion

In the world scenario of globalization, higher education is undergoing considerable change. Higher education should be transformative; transformation of knowledge from studying for concept to knowledge economy. Learning should not be made passive just listening to teachers but discussion and interaction are of great importance to build knowledge and understand real world. Moreover, technology and research-based education has been effective at the present era of globalization. Regarding advancement of information technology, Khaniya (2007: 212) has stated as follows:

> There has been tremendous development in the area of technology and information management in the modern world. These elements have made learning different from what it used to be until some years ago. The advanced technology has made learning possible beyond geographical and political boundary. It has also made possible to get access to education provided by any agency anywhere. In a way, the advancement of information technology has provided enormous access to education of any level which ultimately promoted globalization of education.

Today, education should be related to using technology, E-governance has played great role in the delivery of education around the world today. New inventions have taken place with constructivism teaching and learning process. To deliver changeable education for knowledge transformation, right teachers are needed in the classrooms which will be possible by the process of teacher education.

Regarding higher education and preparation of teachers, Sharma and Sharma (2011: 173) have stated as follows:

> The World Conference of Higher Education proclaimed in its Article 1 as one of the missions and functions of higher education: "To contribute to the development and improvement of education at all levels, including through training of teachers". The teacher is the yardstick that measures the achievements and aspiration of the nation. So, there is a dire need for teacher education programme in higher education.

Similarly, a teacher needs to update and be conscious about the global needs and changes. Developed countries have prepared their teachers to cater these challenges. They have prepared teachers of higher education with constructivism in teacher education. A teacher should have skill developed to plunge into the depth of the world of knowledge but not only involved in reading and writing sentences of the text. A teacher should be trained to be artist and creative having knowledge and skill about ' how things are integrated to be as a whole'. Due to the lack of funding and negligence of the government in improving higher education in developing countries, it will have fallen far behind the higher education of the developed countries. If there is no quality in teaching, higher cannot be successful. In this way there will be big gap in the area of higher education between developed countries and developing countries.

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