

PROSPECTS AND DILEMMAS OF TEACHER PREPARATION FOR QUALITY CURRICULUM IMPLEMENTATION IN THE CONTEXT OF GLOBALIZATION

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Abstract

The implementation of curriculum is hindered by common problems and dilemmas confronting teacher educators in the global knowledge society. Teacher preparation may be facing tough and varying types of dilemmas. This paper takes up the issue of quality teacher preparation by exploring several pivotal questions: What constitutes global teacher preparation? What constitutes effective curriculum implementation, What are the global dilemmas in teacher preparation and curriculum implementation? What are the global prospects for teacher preparation and curriculum implementation? The discussion is framed by four knowledge themes: planning, development, evaluation and reforms in the teacher preparation and curriculum implementation in the global context.

Key words: prospects, dilemmas, teacher preparation, quality teaching, teacher effectiveness, curriculum implementation.

Introduction

The globalization process is a process in which the markets and economies of individual countries become more and more dependent on one another as a result of continuous increase in the dynamics of goods, services, capital and people exchange. In a very simplified way, the globalization process can be described as a process of creating one economy and one market on our globe. Integration within the framework of the European Union East African Community which is a component of African Unity is one of the stages of globalization. It is worth noting that some processes, like for instance regionalization, are contradictory to the globalization process. Similarly reference can be made to the European Economy which in a peculiar way 'shuts itself' away from the economies outside the European union. As emphasized by Elizabeth Helen Essary, Globalization has become a component of social public dialogue (Essary, 2007). That is the reason why it has a direct influence on the task of school and schooling. Therefore, globalization process and social changes associated with it demands the introduction of permanent changes and reforms in the education system (Essary, 2007).

In an era of globalization, it appears 'change' seems to become a permanent future of human civilization. Thus the cultivation of a permanent learning attitude and disposition becomes a major mission of

schools all over the world. It implies schools must promote higher order and divergent thinking among school pupils. Regrettably, most school system especially those of developing societies currently operate close – ended educational systems which are only good for the attainment of obsolete behavioral objectives that pre – determined outcomes and foster lower – order thinking process. Open – ended educational systems however foster divergent thinking, authentic reasoning and self – directed exploration of topics and issues associated with inter disciplinary contents. This is so as the effective citizen of the globalized 'world' must always be an effective 'thinker' and problem solver (Switala, 2012).

The skills and competencies needed for survival in an era of globalization perhaps call for the adoption of more innovate approaches to education. Embedded in such innovative approaches are feature such as effective use of technology in teaching, reflective intergenerational dialogue, performance – based learning activities and other inter professional interactive and collaborative approaches to delivery of school instructions. There are vital skills and competencies that schools must teach which existing close –ended educational systems appear ill equipped to handle. Hence the adoption of an open – ended educational system, which will be provided by ICT. Information technology have the potential to widen access to learning opportunities, and to improve the



quality of education, but constraints and obstacles to its use include poverty, low level of access to computer and lack of ICT specialists and computer literacy into schools because if ICT programs expand students will be prepared for a lifelong reality of problem solving knowledge adaptation and constant adjustment to changes.

Most societies perhaps need innovative approaches to animate and support learning activities that will entail deep adaptation of knowledge in various context and problems situations. This is necessary if schools are to adequately prepare pupils for a life – long reality of problem – solving, knowledge adaptation and constant adjustment to changes. The thinking curriculum is an example of such innovative curriculum evolving from the realization that effective thinking and problem solving are essential survival skills in the changing culture of globalization.

Teacher Education and Globalization

In any educational system, teacher performs a significant function of perpetuating society's heritage and energizing human resources towards social progress. The level of a nation education cannot rise far above the quality of teacher of that nation. This therefore, makes the preparation and selection of teachers a significant social concern. Undoubtedly, teachers lie at the heart of this educational crisis because only the teachers who possess the necessary technical competency and professional skills through a well coordinated teacher's education program that can rise to meet the challenge of the crisis.

In Kenya, the TSC Act (2012) emphasizes on sound teacher development program and professional growth. TSC (2012) Sec. 35 and Sub-sections 1, 2, 3 states that the commission shall take all necessary steps to ensure that persons in teaching service comply with the teaching standards prescribed by the commission. For the purpose of subsection (1), the commission shall (a) require every registered teacher to undertake career progression and professional development programs as may be prescribed by regulations and (b) require every registered teacher to take out teaching certificate as prescribed by the regulation. Under the same section, the teacher who fails to undertake a prescribed career and professional development shall be dealt with in accordance with the regulation. This therefore means that it is incumbent upon the teachers' to seek further training to develop in various skill

necessary for global teacher.

The focus of teacher training should depart from the traditional methods of professional teacher educational programs which thus far has not produced the desired quality and professionalism. This system exposes the teacher to acquire a body of knowledge in a subject discipline. He / she takes courses in education, which involves methodology of teaching and learning. Lastly, He/she goes through a supervised teaching practice which is referred to as apprentice. This system has not produced the desired result for a transformative educational system in a globalized world, innovation required for both teacher pre – service preparation and teacher in – service training. It is for this reason, the school – based teacher professional preparation and developmental is advocated. The goal of global competitiveness, demands that both the curriculum and the teaching methods to be more focused on developing generic and attitudinal skills, such as critical thinking and problem solving as well as promoting national reconciliation.

Globalization process requires the school to prepare students to play future social roles, and with special emphasis on effective functioning on the labour market. The point is to make them able to compete for a position with other potential candidates, not only from their own country, but from any country. According to Yang (2004) the school should equip students with suitable knowledge and skills that must be perceived as understanding the reality through personal experience and emotional reactions with the surrounding world of objects and specific situations. Such knowledge should be preceded by appropriately designed and organized learning process – learning that brings about substantial changes in the perspective of individual vision and perception of the world (O'sullivan, 2008).

Bearing the above in mind, one can indicate the most important task faced by teachers in the era of globalization. These tasks are directly related to teacher's identity. Referring to and adapting the approach of Graham and Pelps (2003) to the issue of teacher's role in the modern world, the teacher's most important task include:

1. Understanding and working in a defined school system
2. Developing skills as well as the applied strategies and methods
3. Teaching in the context of extended existing programme

4. Integrating theory with practice
5. Responding to social demands and problems
6. Creating an atmosphere that facilitates learning
7. Working in a group as a team member
8. Assessing and forming lifelong learning habits

The American Board for Certification of Teacher Excellence (ABCTE) is dedicated to recruiting, preparing, certifying, and supporting teachers. To earn the ABCTE certification, candidates must: Hold a Bachelor's degree in any subject area from an approved college or university. Pass a background check. Pass the ABCTE Professional Teaching Knowledge exam. Getting good basic qualifications is the first step towards becoming a teacher in England and Wales. You must have the equivalent of at least GCSE grade C in English and Mathematics and science. Anyone wanting to teach in England and Wales must then get a degree and complete initial teacher training (ITT). As well as a degree, you need qualified teacher status (QTS) to become a teacher. In England, QTS includes passing Skills Tests in numeracy, literacy and information and communications technology (ICT)

In Poland, and according to Polish law, the right to exercise the teaching profession for both primary and secondary schools, is granted to persons with master degree in taught subject(s) that is related to it. In 2000, a special procedure of teacher advancement was introduced which defines categories as follow: trainee teacher; contract teacher, appointed teacher; certified teacher. Apart from that, outstanding teachers' may be granted honorary school education professor. In order to get to next stage of promotion, teacher must complete specialized traineeship and fulfill several tasks that are strictly defined by ordinances of the Minister of National Education. The procedure of professional advancement is highly formalized and bureaucratic – consequently, the main emphasis is put on meeting the formal bureaucratic requirement and not on actual quality of teacher's work (Switala, 2012)

In Kenya every teacher is obliged to have pedagogical training acquired either during higher education studies in the universities leading to Bachelors of Education or in the form of a special qualification course organized by teacher training colleges leading to P1. Upon employment, the teacher is subject to several schemes which guide his upward mobility in the earning profile. Promotions are guided by the provision of three existing schemes of services namely:

- The scheme of service for non-graduate teachers
- The scheme of service for graduate teachers

- The scheme of service for technical and lecturers
The type of promotion in Kenya depended on the cadre of teacher's. The common cadre go through the following process:
- These are promotions effected after completion of 3 years, subject to satisfactory performance and does not require one to be interviewed. Graduate teachers who enter the service at job group K will be promoted to job group L
- Likewise Trained Diploma and Approved Teacher (ATSIII -1) who enter the service at Job Group J will be promoted to K and L after serving three successful years in each grade.

Global Dilemmas in Teacher Preparation and Curriculum Implementation

How should a teacher be prepared to effectively fulfill all the roles and task mentioned above? Is there a system of teacher training followed by in – service teacher training that works efficiently and fulfills the requirements?

The teacher, as an element (an important link) of a specific school system, understands the structure of the school system and the mutual connections and mechanisms governing the system. Within the system, the teacher should be aware of the task that he/she is supposed to fulfill depending on the individual levels and stages of education. That is why the system of education and the task to be fulfilled at different stages should be clear so that all teachers can understand them. Teacher should know their right and, first of all, their obligations.

There is a wide range of views with regard to the usefulness of teaching practice in teacher education programmes. Few of the deficiencies noticed in the Nigeria universities as were reported by Ogun-dipe (2006). The assessment instrument for student teachers was reported to have failed to capture the student-teacher's ability to be punctual at school, conduct school assembly, relate freely and professionally with teacher colleagues, conduct examination, participate effectively in all school activities and keep school records. Omoregie (2006) reported the time allocation for teaching practice in many teacher education programmes as being grossly inadequate. Further still, she identified supervision of the



exercise as being inadequate. Okebukola (2005) highlighted an eight point weakness in training programmes likely to be carried over by trainees:

- Poor classroom control and management.
- Lack of practical skills due to inadequate exposure
- Lack of in-depth subject matter knowledge.
- Lack of self-reliant and entrepreneurial skills.
- Inability to communicate effectively in English language.
- Lack of professionalism.
- Poor attitude to work and
- Poor computer skills

At present, Kenyan universities training students to be teachers pay no attention to this aspect of teaching profession. By analyzing the curricula of different universities, one may draw a conclusion: in this respect, teachers have no preparation for work. They do not know and do not understand their tasks and responsibilities. They are usually not able to define the requirements they should pay attention to at their stage of education in the context of the requirement of further stages. They do not understand or know the tasks related to individual stages of education. Teachers are also not prepared from the psychological point of view to play such an important role. They do not know or understand the guidelines of the educational policy of their own country. They have no idea of the teaching profession in other countries or the functioning of other countries or the functioning of other educational systems in Europe or the world.

Globally, most teachers simply come to the school with poor methodological preparation and low skills of using the technological teaching resources. The placement they have in schools during their studies at university does not correlate with the needs of future teachers. It often happens that, during such training, a teacher-to-be is left on his own, with no assistance from the school of higher education, which is against the idea of training. Teachers are often not able to cope with the basics schools documentation (class register, grade records etc.) and there are still many more complex procedures to learn to perform the profession of the teacher. Teachers', in particular the young ones, have no idea of their obligations in this respect as the university curricula do not include such courses. Only after many years of work, do teachers start to notice the possibilities and possess specific skills to correlate and combine the theory with practices.

Those with poor methodology preparation do

not see the need or rather the possibility to combine theory with practice. It is more comfortable for them to teach the theory, often unrealistic, within the scope of their scientific discipline. It is especially noticeable in the case of teachers of languages which continue to perform dismally. Teachers are not able to get students interested or to motivate them to learn. The contemporary teachers face the dilemma, to teach or learn? However, a solution to the dilemma, which seems to be thoroughly philosophical or a kind of category of academic discourse, can be found. Nowadays teachers should be the guides in the process of transforming students' knowledge, skills and abilities to a higher level and their work should be based on their own knowledge and experience and on the knowledge and experience of the students who take part in the learning process. Teachers should also be critical practitioners who are able to draw conclusion from their own work and analyze the school reality. This way, they will learn and teach others at the same time. Esson (2002) defines teachers' professional development as an extremely important factor and the possibility to develop as an essential element to enable solving problems related to the teaching profession and to meet the challenge this profession faces. Harpe and Radloff (1999) suggest, referring to Graham and Phelps (2003), that the future teacher will be a teacher who is an efficient participant in both the teaching and learning process.

Effective Curriculum Implementation

The information, communication and technology revolution (ICT) has enormous implications for schools curriculum planning and implementation. The revolution in knowledge production, distribution and management perhaps implies the death of the traditional curriculum. School curriculum contains the contemporary complexity and vibrancy of ICT. The paradigm shift which globalization with its attendant post modernist tendencies in education entails in education may necessitate the emergence of curriculum models and education policies which emphasizes interdisciplinary courses open ended system, Socrates dialogue, multidimensional assessment and multiculturalism.

While curriculum specialists, administrators and outside educational companies spend countless hours developing curriculum, it is the teachers who know best what the curriculum should look like.

After all, they work directly with the students meant to benefit from the curriculum. In order to create a strong curriculum, teachers must play an integral role in every step of the process. Teachers know their students' needs better than others involved in the curriculum process. While state or federal standards often dictate the skills covered by the curriculum, a teacher can provide insight into the types of materials, activities and specific skills that need to be included. Teachers from multiple grade-levels may collaborate to identify skills students need at each level and ensure that the curriculum adequately prepares students to advance to the next grade-level and to meet the standards.

Because teachers must use the curriculum, they should have input in its creation. A teacher can gauge whether an activity will fit into a specified time frame and whether it will engage students. If multiple teachers will use the curriculum, allow as many of them as possible to provide input during the creation stage. As teachers provide input, they will gain ownership in the final product and feel more confident that the curriculum was created with their concerns and the needs of their particular students in mind.

Teachers must implement the curriculum in their own classrooms, sticking to the plan that has taken so much time, careful planning and effort to create. When a teacher fails to properly implement a strong curriculum, she risks not covering standards or failing to implement effective practices in the classroom. That does not mean a teacher cannot make minor changes. In fact, a strong curriculum is designed to allow a teacher to be flexible and to insert a few personalized components or choose from among a selection of activities. Reflecting on a curriculum allows teachers and others involved in the process to find any weaknesses in the curriculum and attempt to make it better. Teachers reflect on curriculum in multiple ways, such as keeping a journal as they implement the curriculum, giving students' surveys and reviewing the results or analyzing assessment data and individual student performance. Not only can reflection serve to improve a specific curriculum, it may guide the creation of new curriculum

Over the past decade, the need to rethink our education systems in terms of the treatment of CS and information technology has gained global attention (Gander et al., 2013; Seehorn et al., 2011; The Royal Society, 2012). Encouraging students to engage in current technologies and participate as creators of future technologies requires more than teaching the

fundamentals of digital literacy (The Royal Society, 2012). There is a growing awareness among the CS education community that we must also teach computational thinking, the problem-solving processes and intellectual practices needed to understand the scientific practices that underpin technology. Without this, we face the risk of our youth being placed in the position of consumers of technology produced elsewhere, unable to actively participate as producers and leaders in this field (Gal-Ezer & Stephenson, 2009; Gander et al., 2013). Recent reports from the United States and Europe have argued that it is essential that children be exposed to CS concepts and principles from the very start of their education so that every child may at least have the opportunity to learn computing at school (Gander et al., 2013; Wilson & Guzdial, 2010).

Computing curricula have been introduced in many countries schools, however, little has been done in these regions to prepare teachers to implement the new curricula. The challenges faced by the adoption of new curriculum are extensive and previous reforms have found that teachers feel left alone to struggle with the challenge of implementation (Park & Sung, 2013), an issue likely to be more challenging is the use of appropriate pedagogy and resource availability, particularly within the early years of implementation (Barr & Stephenson, 2011). Discussions taking place in Europe (Gander et al., 2013) and the United States (Seehorn et al., 2011; Wilson & Guzdial, 2010) suggest it may not be long before similar changes are introduced in other international contexts, bringing these issues to a global scale. The links between higher education, industry, educators and the schooling sector are identified as crucial to implementing new computing curriculum (Barr & Stephenson, 2011); however, these connections are also required at a global scale, with various nations sharing strategies and approaches for preparing teachers to implement the new computing curricula.

Procedure of Curriculum Change in Kenya

Curriculum development in Kenya is the responsibility of Kenya Institute of Curriculum Development (KICD). The Scope of KICD include curriculum development in all national curricula developed for all levels of basic and tertiary education and training, except the university, as well as for other external clientele. The Process of Curriculum



Development adopted by KICD is a nine - stage curriculum development model as follows:

- Needs Assessment.
- Conceptualization and policy formulation.
- Curriculum designs.
- Development of syllabuses.
- Development of curriculum support materials.
- Preparation of curriculum implementers.
- Piloting/Phasing.
- National Implementation.
- Monitoring and Evaluation.

A needs assessment is conducted to establish the gaps in the existing curriculum and/or specific needs of a target group. The findings facilitate the review or development of curriculum. The conceptualization and policy formulation stage includes the process of formulating policies related to the curriculum to be developed. The participants include KICD, relevant authorities and stakeholders in the education sector. The results of the Needs Assessment stage provide a basis on which proposed curriculum reforms or interventions are discussed and binding policy decisions are made to address all aspects of the curriculum to be developed. This stage entails an interrogation of a country's goals of education and levels of competencies expected to be achieved through the new curriculum. This stage provides a platform for education policy makers and stakeholders to come to a consensus on a common direction for a given curriculum in terms of addressing the required socio-political, cultural, economic, scientific and technological needs of a country.

Curriculum designs are developed by subject panels. This involves development of the subject general objectives, and selection, sequencing and organization of the subject matter to be taught in each subject. The scope of coverage is defined by the specific objectives for each topic and/or sub-topic. The design also provides guidance on suggested assessment, the resources required to implement the curriculum as well as the time that is appropriate for adequate coverage of the selected content.

The syllabuses are developed from the curriculum design. The syllabuses are validated and approved by the Course Panel and Academic Committee before dissemination to the implementing institutions. The Institute develops both print and electronic curriculum support materials. These include teacher's handbooks, training manuals, audio-visual and digital content, which facilitate interpretation and implementation

of the curriculum. Commercial Publishers develop course books, teacher's guides and other supplementary curriculum support materials. Publishers use the KICD syllabuses to develop instructional materials which they submit to KICD for vetting, evaluation and approval based on evaluation framework that spells out the rules and regulations of participation along with the criteria for vetting and evaluation. The Institute develops instructional materials for subjects and areas where publishers do not develop and submit such materials. Piloting stage involves trying out the curriculum to determine its efficacy and efficiency in achieving the set objectives. The Institute will develop guidelines and procedures on piloting to inform changes to the curriculum. Phasing curriculum implementation is another strategy of introducing the curriculum in implementing institutions gradually to create room for interventions.

Teachers, Quality Assurance and Standards Officers, and other education officers are oriented on the curriculum in preparation for national implementation. The preparation focuses on building the capacity of implementers to interpret and implement the curriculum. This is the national roll out of the curriculum in all applicable institutions. At this stage, the syllabuses and all necessary curriculum support materials are made available to the schools and other implementing institutions, and relevant guidelines on implementation are provided.

Monitoring and evaluation are curriculum management functions through which the Institute establishes the progress of curriculum implementation programmes and the extent to which curriculum objectives are achieved. Monitoring is a continuous undertaking that informs the Institute of any bottlenecks in the implementation process for purposes of carrying out corrective interventions in order to ensure the curriculum objectives are met. Necessary interventions are made during the implementation process based on the monitoring results. Regular monitoring is undertaken throughout the lifetime of curriculum implementation.

Evaluation is a time-bound activity which is carried out to determine the relevance, performance and success of curriculum programmes either during the implementation process or at the end of a definite cycle. Evaluation establishes the extent to which the curriculum objectives have been achieved and the overall success or failure of the curriculum programmes in terms of expected outcomes. Results

of monitoring and evaluation may lead to curriculum change, reform or innovation.

Global Prospects for Teacher Preparation and Curriculum Implementation

As economic, social, and technological transformations link us in unprecedented ways, the critical role of teachers in preparing young people for a new global reality has never been clearer; yet, few teachers begin their careers with the deep knowledge and robust skills necessary to bring the world into their classrooms. To prepare future teachers for the new global reality and to generate momentum there is need develop general course and teacher preparation programs that helps each prospective teacher to develop deep knowledge of at least one world region, culture, or global issue, and facility in one language in addition to English. Professional education courses teach the pedagogical skills to enable future teachers to teach the global dimensions of their subject matter. Field experiences for faculty and students support the development of pre-service teachers' global perspectives and contribute the broader research base of the aligned strategic plan. More teachers are prepared to teach less commonly taught languages and language education pedagogy is updated based on current research and best practice. There are incentives, not barriers, to faculty at all levels engaging in this work.

Future teachers must be shown the actual role of education, both in the process of sustainable social development. It is important to genuine combine the process of education with school practice and obligatory forms of teacher placements before the right to exercise the profession. Programs of studies should be changed and adjusted to the needs of a given type of school, with special emphasis on a block of subjects in psychology and pedagogy. In the course of studies students should study a block of subjects related to general and detailed didactics of a given subjects (academics subject area) that is adjusted to the level of school. The different in methodological approaches to teach the same subject in primary and secondary schools should be taken into account. The course should include general didactics and detailed methodological of a given subject.

Teachers who are already in service must change their idea and philosophy of being a teacher – not an infallible expert in his field, but an expert in teaching and learning process. They should act, ac-

ording to Graham and Pelps (2003) as a learning expert, in the meaning defined by Ertmer and Newby (1996), who knows and is able to act, who plans, observes and evaluate his own action. In this context, according to Beattie (1995) and as emphasized by Graham and Pelps (2003), the continuing development of teacher knowledge and skills, both in the form of organized training and self directed training, which aims at improving teacher's practical skills and abilities is extremely important. The present situation requires an appropriate reforms in the system of teacher in – service training that would take community needs into account.

The building blocks of world – class education ultimately should be based on firstly, on standards and accountability where the global benchmark standards are stipulated and emphasized with good transparent data and accountability. Secondly, human capital model and collective capacity which recruit great people and train them well and hence emphasis on continuous improvement of pedagogical skills and knowledge with great leadership at school level. Lastly, good structural organization. Effective, enabling central departments and agencies with capacity to manage change and engage community at every level.

In United States, five assurances are being fronted with emphasis being on standards and accountability across the 50 states. Currently, they have developed common curricular in English, mathematics and sciences. Second assurances is in strengthening teacher quality, thirdly, building states capacity to, and lastly, develop institutions for professional development of the teaching force. In Pakistan, many changes are taking place, however emphasis is on standards and quality.

Prospect for ICT in the global world need not to be overemphasized. Using e-learning make it easier to reach a wider audience and large classes in developing world. E-learning makes the learning to be effective and efficient. According to Shavivina (2001), e-learning should ensure effective pedagogy and curriculum implementation in the computer age. According to Offorna (2002) curriculum implementation is the planning and execution of the content of curriculum in order to bring about changes in the behavior of the learner and the assessment of the extent to which the changes take place. The primary purpose of implementation is to achieve the objectives of instruction, and achieve retention and trans-



fer of knowledge. E-learning is an instructional medium that permits alternative approaches to curriculum implementation in the ICT age. However in developing countries e-learning is still a very serious challenge due to lack of material resources, devices and appliances. Teachers of e – learning lack infrastructure and various equipment (Jagede & Omolabi, 2008).

E-learning must be appropriately presented and adequately resourced. It has become clear that making e – learning available to unprepared and unsupported learners will not work for both developed and developing countries. Problem can arise if new system are not compatible with the learner characteristics like nationality and gender (Graft et al, 2001). Although, with regard to an individual user, the user attitude towards ETs depend on their personal characteristic including age, gender, teacher – centric vs students focused teaching and learning, digital literacy and learning styles. Other researchers support this idea by noting that teachers use ICTs is informed by the factors like demographic attributes (age, education, background), access to hardware, experience in using computers and perceptions about the usefulness and ease of using new digital gadgets (Mehra & Mital, 2007).

Universities are challenged to integrate ICTs into their strategies, their institutions and educational process. The major aim being the improvement of quality and flexibility, the possibility of reaching populations as yet un – reached by higher education. When ICT are adopted to local conditions, they become a major tool both for on – campus students, and for reaching the new target groups engaged in lifelong learning process or on professional market (Loing, 2005). Thus, ICTs have the prospects for universities in developing countries to improve their teaching and learning process. It is argued that, universities in developing countries should adopt e learning technologies to improve teaching and learning process. Pedagogical, technological and cost issues should be taken into account for each specific technology when integrating ICTs in teaching and learning practices (Sife et al., 2007).

Conclusion

The world is positive about its potential for economic and political progress in the 21st. century. The trends and characteristic of globalization perhaps call for a total re-invention or repacking of the of the teaching profession. The teacher in the globalized environment must be prepared to think globally and act locally

in matters relating to education. He must be able to create a learning, friendly animating environment in the classroom. The teacher must be able to participate effectively in contemporary ICT imposed revolution in knowledge creation, distribution and management. The current state of schools ICT should be improve as a priority and national emergency. Teacher education policies and practices also need a fundamental overhaul in order to ensure that modern teacher are compatible with computer training programs. The ideal teacher in a globalized world must be an expert in a subject area as well as an expert in the use of information technology in teaching learning situations. Ministry of education in countries need radically change their teacher promotion policies if they sincerely interested in keeping a teaching manpower with high morale for a globalized society that is on the move for positive changes.

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