



## **IMPACT OF GLOBALIZATION ON SOCIAL SCIENCES EDUCATION IN SECONDARY SCHOOLS**

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### **Abstract**

*Education is fundamental issue for development. It is an integrated part of modernization process. Modern knowledge is articulated with the idea of global education. Globalization has definitely influenced on education system in different countries. It is also a key instrument of development. To achieve the target of Millennium Development Goals (MDGs) it is obviously important that right to education should be ensured from the secondary level of every country. The globalization process has greatly influenced on the educational system, which is largely considered as an outcome of modernization process. The study investigated globalization and its influence on social sciences education in secondary schools in Rangareddy district in Telangana state. The study determined how globalization influences social sciences contents, teaching methods and instructional materials/resources. The research questions were to what extent does globalization influences social sciences contents, teaching methods and instructional materials/resources. Descriptive survey design was employed in which five secondary schools were chosen and ten students were randomly selected from each of the schools making a total of fifty students. A 21-item studied questionnaire comprising of the following sub-sections: social sciences contents, social sciences teaching methods and social sciences instructional materials/resources were used to collect the needed data for the study. The collected data were analysed using chi-square analysis.*

**Keywords:** *Globalisation, Social Sciences Education, Social Sciences Contents, Teaching Methods, and Instructional materials/resources.*



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### **Introduction:**

Globalization is a recent phenomenon with its root in trade and commerce. Globalization is a process of free exchange of goods and capitals across globe. The advancement of science and technology, revolution leading to the INTERNET, fastest means of transportation etc. have made the whole world a “global village” and globalization a new impetus. This means that globalization is a process wherein geographic distance becomes a factor of diminishing importance in the establishment and maintenance of cross border economic, political and socio-cultural relations. There is a emergence of global mass culture or a single world civilization. It has created a knowledge based society. There is a shifting from a “real”

community to a “virtual” community. UNESCO - Commission on the development of education (1972) rightly, observes in its memorable report, learning to be “Rigid distinction between different types of teaching, general, scientific, technical and professional must be dropped and education as from primary and secondary levels must become theoretical, technological, practical etc. the same time”. In this sense education is not narrowly conceived particularly which relates to nation, now a days it needs to conductive globally because of impact of globalization. Globalisation processes have linked education to technological and economic development. The culture of globalization has equally engendered the Millennium Development Goals strategies (MDGs), which seek to address issues of poverty, education, equality, wealth and environment and the Education For All Goals to be achieved by year 2015 (Obomanu & Adaramola, 2011). In view of these, globalization has deeply affected social sciences education in schools since social sciences are regarded as the peak for decision making and development of social competencies. With the discovery of computer and internet which make globalization possible, the nature of teaching and learning is changing from traditional learning to electronic learning method. The change from teacher-centered to learner-centered has created a close connection between knowledge construction and reflective action among students and the need to embrace information technologies. Education and training need to keep up with the emergence of new technologies and techniques.

Odili (2006) opines that the education of any nation is given impetus by the quality of educational programmes that are available and the zeal with which they are implemented. Through the internet, globalization allows the access to ideas on new things and best practices in all areas of human endeavour. Globalization is a force reorganizing the world’s economy and help to increase the body of knowledge and quality of life. Knowledge is fundamental to globalization and globalization in turn has influence on the transfer of knowledge. Therefore the concept of social sciences learning and knowledge delivery needs to be changed. As the world is advancing, the use of traditional learning materials and learning style has changed to the use of technology/electro-mechanical devices for societies to acquire the right information skills, attitudes and techniques for sustainable growth and development. In this case, learning is easily linked across countries thereby maintaining learning standard between societies to meet the challenges of globalization. According to

Wokocha (2011), the globalised world was made possible by the discovery of the computer and internet which has made the world virtual by transmitting information across the globe in a matter of micro-seconds.

In Rangareddy district, social sciences does not appear to be in tune with the developments across the state because its pedagogical approach has not changed substantially. Schools do not integrate new technologies into teaching and learning. Students do not learn how to use and integrate the new technologies in order to fit in wherever they find themselves. Communication infrastructure is inadequate for our students. Most learners in remote rural cannot have access to computers or get connected when they want to learn after school hours. It has been observed that learners do not appear to use their computers for learning, and the use of computer and internet is not embraced in a higher rate for learning of social sciences. Since the need for knowledge and technology-based personnel in the area of social sciences is very necessary in this era of globalization, it therefore becomes imperative and expedient to find out if there is any influence of globalization on teaching and learning of social sciences in secondary schools. This paper in general terms seeks to determine the influence of globalization on social sciences education in secondary schools. Therefore, the purpose of this study is to determine how globalization influences social sciences contents, teaching method and instructional resources. In the same vein, the following research questions were developed to direct the study. To what extent does globalization influence social sciences contents, teaching method and instructional materials/resources? The hypotheses adopted for this study is there is no significant influence of globalization on social sciences contents, teaching methods and instructional materials/resources?

### **Globalization and Social Sciences Contents**

Globalization in the 21st century is reaching almost all countries. Few places can elude contemporary trends and innovative practices are seen to spread even faster due to modern technology. Social sciences has played important role in the school curriculum in every aspect. It acts as a means of access to other courses thereby helping to develop many professionals. The inexorable transformation of consciousness brought on by globalization alters the content and contours of education, as schools take on an increasingly important role in the process. (Wokocha 2011), and Rutkowski & Rutkowski, (2008) argue that it is reasonable to expect that what students know (based on curriculum) is one type of outcome

for which an increase in similarity across countries may be expected. Therefore it is wise for us to promote the international curriculum standards that might positively influence social sciences learning. Rutkwoski et al asserted that, as the role and impact of technology continue to increase in society and in the workplace, the concepts, processes and skills of science and social sciences are likely to become even more highly valued and the importance of these subjects in school curricula to become even greater. There is a necessity of addressing the need to shift the culture of social sciences learning to suit the features of globalization. In this case more specific contents should covers cognitive processes in hypermedia and multimedia learning, social issues in computer-supported collaborative learning, motivation and emotion in blended learning and e-learning. Therefore social sciences academic bodies should try to make changes in the area of contents design, instructional resources and teaching method which should be well incorporated for the training of youths.

#### **Globalization and Social Sciences Teaching Methods**

National curriculum frame work 2005 has asserted that the classical way to deliver lectures needs to be changed, minimizing the use of old textbooks and offering a very lively guiding programme based upon various information sources, with revised teaching notes and opening new windows to appreciate the context of students and their creativity as individuals and as a group. The way knowledge is delivered in the classroom is an important aspect of knowledge production and the classroom seems largely untouched and equity pedagogy creates an environment in which students can acquire, integrate and produce knowledge and envision new possibilities for the use of knowledge for societal change. It challenges the idea of instruction as transmission of knowledge where the teacher is the source of knowledge and wisdom and the students are passive recipients.

#### **Globalisation and Social Sciences Instructional materials/resources**

National curriculum frame work 2005 asserted that education is very gradual in its adoption of changes despite the presence of technology within their reach. They are rarely used. Social sciences teachers perceive computers as a positive tool that can enhance the teaching and learning process but putting such perception into practice tells a different story. In view of these, the new technologies should be highly embraced by social sciences learners such as making use of computer in learning, the use of computer, internet, hypermedia and multimedia facilities should be encouraged. Some techniques have been developed to have

access to information on the internet such as communicating with colleagues on social sciences topics over the internet, sharing information on social sciences through e-mail, downloading of information into Compact Disk&Digital Video Disk (CD&DVD) to distribute to schools which help students without computer to use television and study which make them active in learning. The increasing capacity of information and communication technologies, there is a rise in new learning opportunities beyond the traditional book teacher model. These factors cannot be denied because it is the main factor in increasing the level of collaboration as globalization comes to stay. A substantive progress in implementation of information and communications for that matter progress in quality of life and development cannot be achieved without preparing people for a knowledge society. Learning takes place through communication. Globalization has many important implications for the learning of mathematics in schools. Based on these facts, it of interest to examine the influence of globalization on social sciences education in schools.

### **Methodology**

For this study is descriptive survey method is adopted, its helps the researcher in obtaining the vital facts and opinions from students. The population of the study consists of all secondary school students in Rangareddy district. To obtain the sample five students were randomly chosen from each of the ten schools selected for the study. Therefore, a total of fifty students in formed the sample for the study. A questionnaire was designed, validated and their reliability determined before they were used. The above instrument was used to collect the data used for the study. The administration and collection of all the necessary information were done during the normal class hours. Chi-square test ( $\chi^2$ ) was used to see if there exist any significant influence in the globalization of social sciences contents, teaching methods and instructional resources in students learning.

### **Analysis and Interpretation**

**Table 1: Result of Chi-Square Analysis of the Influence of Globalization on Social Sciences Contents**

S. No	ITEM	SA		A		D		SD		df	$\chi^2$	$\chi^2$
		fo	fe	fo	fe	fo	fe	fo	fe			
1	Our social sciences teacher always asks us to browse contents from internet and compare with the ones given	11	12.5	15	12.5	15	12.5	9	12.5	3	2.16	
2	We usually browse new topics from internet	13	12.5	12	12.5	14	12.5	1	12.5	3	0.40	
3	We get some social sciences textbooks from internet	6	12.5	7	12.5	18	12.5	1	12.5	3	11.6	
4	Our teacher introduces us to DVD on social sciences topics	4	12.5	7	12.5	18	12.5	2	12.5	3	16.0	
5	We watch the teaching of social sciences on television	11	12.5	13	12.5	8	12.5	1	12.5	3	4.24	7.8
	Total	56	75	64	75	85	75	9	75	14	15.4	23.685

Table 1 reveals that the calculated  $\chi^2$  value of 15.40 is less than the critical  $\chi^2$  value of 23.685 with 14 degree of freedom at 0.05 level of significance. The result is not significant. Therefore, the hypothesis that there is no significant influence of globalization on social sciences contents is retained. The table also shows that none of the items on influence of globalization on social sciences contents is significant when the calculated  $\chi^2$  values of 2.16, 0.40, 11.60, 16.08, and 4.24 are compared with the critical  $\chi^2$  value of 7.815 at 0.05 level of significance. This result means that globalization has no significant influence on the contents of social sciences in the secondary school system.

**Table 2: Result of Chi-Square Analysis of the Influence of Globalization on Social Sciences Teaching Methods**

S. No.	ITEM	SA		A		D		SD		d f	$\chi^2$	$\chi^2$
		f o	fe	f o	fe	f o	fe	f o	fe			
1	Our teacher uses drill and practice method in teaching social sciences	1	12.5	1	12.5	1	12.5	1	12.5	3	0.8	8
2	Source method, socialized recitation method is used by our teacher to solve social problems.	1	12.0	2	12.5	1	12.2	7	12.5	3	8.7	2
3	The teacher uses demonstration and problem solving methods to analyse the content.	8	12.5	8	12.5	9	12.5	2	12.5	3	16.72	16.
4	Our teacher uses computer assisted instruction in teaching social sciences concepts.	6	12.5	1	12.3	1	12.6	1	12.5	3	4.8	8
5	Our teacher applies electronic (e) learning in teaching social sciences.	2	12.5	1	12.8	1	12.6	1	12.4	3	12.40	40
6	Our teacher uses project method to teach social sciences.	7	12.5	7	12.5	1	12.3	2	12.3	3	13.68	68
7	The teaching methods adopted by my teacher are students centered.	1	12.0	1	12.4	1	12.4	1	12.2	3	0.8	8
		5	87.	1	87.	9	87.	1	87.	1	20.	23.
	Total	4	5	0	5	1	5	0	5	4	80	685
				4				9				

Table 2 reveals that the calculated value of 20.80 is less than the critical  $\chi^2$  value of 23.685 with 14 degree of freedom at 0.05 level of significance. The result is not significant. Therefore, the hypothesis that there is no significant influence of globalization on social sciences teaching methods is retained. The table also shows that none of the items on influence globalization on social sciences teaching methods is significant when the calculated  $\chi^2$  values of 0.88, 8.72, 16.72, 4.88, 12.40, 13.68, and 0.88 are compared with the critical  $\chi^2$  value of 7.815 at 0.05 level of significance. This result means that globalization has no significant influence on the social sciences teaching method in the secondary school system.

**Table 3: Result of Chi-Square Analysis of the Influence of Globalization on Social Sciences Instructional materials/resources**

S. No.	ITEM	SA		A		D		SD		d f	$\chi^2$	$\chi^2$
		f	fe	fo	fe	fo	fe	f	fe			
1	Our teacher uses computer to teach social sciences	2	12.5	15	12.5	16	12.5	1	12.5	3	11.92	
2	Our teacher uses projector to teach social sciences	9	12.5	12	12.5	16	12.5	1	12.5	3	2.00	
3	All my teachers are computer literates	1	12.5	10	12.5	20	12.5	9	12.5	3	6.16	
4	We use whatsapp, twitter to communicate with my teacher at home	4	12.5	11	12.5	13	12.5	2	12.5	3	13.20	
5	There is a social sciences laboratory in my school.	1	12.5	4	12.5	11	12.5	2	12.5	3	14.80	
6	I interact with students in another schools through e-mail	1	12.5	13	12.5	12	12.5	1	12.5	3	0.80	
7	I have my personal computer for learning social sciences	1	12.5	10	12.5	15	12.5	1	12.5	3	2.00	
8	Our school has Information and Communication Technology (ICT) centre	1	12.5	13	12.5	12	12.5	8	12.5	3	3.28	
9	I use smart phones to search for information in social sciences	1	12.5	16	12.5	12	12.5	9	12.5	3	2.00	7.815
	Total	9	112.5	10	112.5	12	112.5	1	112.5	1	12.40	30.14

Table 3 reveals that the calculated  $\chi^2$  value of 12.40 is less than the critical  $\chi^2$  value of 30.144 with 19 degree of freedom at 0.05 level of significance. The result is not significant. Therefore, the hypothesis that there is no significant influence of globalization on social sciences instructional materials/resources is retained. The table also shows that none of the items on globalization influence on social sciences instructional resources is significant when the calculated  $\chi^2$  values of 11.92, 2.00, 6.16, 13.20, 14.80, 0.80, 2.00, 3.28, and 2.00 are compared with the critical  $\chi^2$  value of 7.815 at 0.05 significance level. This result means that globalization has no significant influence on the social sciences instructional materials/resources in the secondary school system.



## **Discussion**

The finding on Hypothesis 1 reveals that there is no significant influence of globalization on social sciences contents in which policy and curriculum may be impacted more by regional forces than global forces, which mean that students are yet to feel the impact of globalization on social sciences contents. The test of Hypothesis 2 reveals that there is no significant influence of globalization on social sciences teaching methods. Based on the results it can be concluded that there is no significant influence on the social sciences teaching methods in the secondary school system. The test of Hypothesis 3 reveals that there is no significant influence of globalization on social sciences instructional resources/materials. Based on the results it can be concluded that there is no influence of globalization on social sciences instructional resources/materials

## **Findings and Conclusions**

From the findings, it implies that with globalization which enhances the adoption of good modern techniques of instructional delivery through the use of social sciences hypermedia and multimedia and demonstration procedure, students can become versatile in their approach to understand the concepts clearly. It also implies that with the use of internet, computer, mobile and information technology in learning social sciences students' potentials of understanding the concepts of social sciences will increase. It also reveals that with the adoption of globalization in social sciences teaching and learning, students are likely to develop interest in the subject. The study took a careful look at globalization and its influence on social sciences education of students in secondary schools. It has been realized that there is no significant influence of globalization on social sciences contents, teaching methods and instructional materials/resources. This is as a result of low level use of computers technology in teaching. And it has reduced students' knowledge and skill compared to what and how it should be achieved. Hence, appropriate methods of teaching and the use of Technology based Instruction be embraced as these would help reduce the rate of globalization influence on social sciences education. Also the framework for what students need to know to meet their capacities for learning challenging social sciences in the school should be provided.

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