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Globalization in the Educational Culture of Punjab Public Secondary Schools

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Abstract: *The review-based study puts light on globalization in an educational culture like the effect of contemporary global educational culture, the technical effect, and the effect of the corrosion of values in Punjab Public Secondary Schools. This paper also analyzed the support and development of globalization to provide public secondary school education. In addition, the research discussed the opportunities and challenges of globalization in educational culture. The results of the study showed that Pakistanis educational culture at the secondary schools level has become hybrid due to dominant countries' styles adopted by our educational system while taking benefits from the western school system within the dimension of its ideology, moreover, cultural factors are affecting the values and norms as well as the education. The research will be helpful for policymakers, parents and other stakeholders, and heads of public secondary school education.*

Key Words: Globalization, Education, Culture, Educational Culture, Pakistan

Introduction

Education is always responsible to play a crucial role in the development of a country. It is a process of learning through the development of moral, social and cultural activities of the people (Kaur, 2015). In the same way integration of globalization has an imperative role in the educational culture of Pakistan particularly at the secondary school level. Contemporary Globalization is the outcome of expansion in technology and educational culture. It is focusing on the development of educational culture in public secondary schools in Pakistan especially (Kamens & McNeely, 2010). There was a prosperous educational cultural practice on this ground. Its primary educational culture comes out from Islamic principles. The customs, manners, and arts come from Islamic ideology that is known as Pakistani educational culture (Halstead, 2004). But hybrid educational culture is rapidly taking part in the

Pakistani educational culture of the secondary school system. In the recent decade, educational culture is being affected by the fast growth of globalization. It is also keenly ascertained that the educational culture of Pakistan is being changed quickly. So it is observed that its changing process started after World War II when western educational culture ruled over the world (Kanu, 2005). This is currently viewed that American educational culture is catching momentum day by day in our educational system particularly in secondary schools through technology. After the hybrid educational culture, the world is becoming part of a single global educational culture (Adedimeji, 2021). Globalization is affecting the Pakistani educational culture in many ways firstly; people acquire the facility of the latest technology secondly, to acquire higher education. Globalization is deeply integrating into educational cultures like sciences, social sciences, and arts. The entire world

is taking benefits from global educational culture but is a very alarming situation for Pakistan which is not integrating properly. Thirdly the main disadvantage of globalization is, the people of Pakistan are copying western educational culture in different ways. Pakistan is not fully prepared to catch this blend for the purpose of development and future concerns (Novelli & Cardozo, 2008). For this purpose, Pakistan will have to reduce its internal weaknesses and make more powerful internally to get benefit from the inter-country and intra-countries integration of globalization. It is an irreversible process in the world so our contribution is also important in global integration. We needed to reduce the negative, conventional implications of transformation. Pakistan is obtusely a populated underdeveloped country. Punjab public schools are bearing four major educational culture factors which are affected by globalization. These factors are teacher effectiveness, learning enhancement, collaboration with other teachers, and transformational teaching methods. These educational cultural elements play an important role in public schools' growth, enhancement of maintenance of schools and active learning process (Bush, 2008).

Shah (2009) explored that globalizing not only bring change in business and industry but also affects the educational culture of Punjab public schools of Pakistan. This situation provides each nation with a new empirical challenge of how to respond to this new order. Thus globalization is responsible for the educational culture variation of the Punjab secondary school education system.

Spring (2008) asserted that globalization is playing a vital role in the educational culture at the secondary school level to construct the personality of an individual in a social manner. The individual is attached to a geographic region regarding natural attributes like accent, theological virtue, educational culture, and different characteristics. Personality is an educational cultural model which is part of social values, rules, and strong beliefs, a pattern to which individuals are needed to adjust (Livesey, 2004). Moreover, globalization is leaving an impact on the social character which is one of the large concerns with educational culture as well as personality improvement (Oni, 2007). Pang (2006) explained the theoretical context of globalization in terms of

sociology, media culture, educational culture, and political culture. Similarly, Beyer (2007) argued at the same time that globalization is affecting educational culture in the entire world at the secondary school level. Anheier and Isar (2008) presented the effects of globalization on educational culture, religious culture and political culture in the whole world, particularly in Europe. In the same way, Fabian (2007) highlighted the influences of globalization in the educational culture of the socialist world like China, Cuba, Vietnam, Cambodia, and Pakistan.

In the intellectual society of our globalised world, globalization—a process of human interconnection—plays a significant role. Access to knowledge is now attainable and not limited by geographical limits because of technological innovation. The higher education system in Pakistan is indeed impacted by such cohesion. As a third-world country, it gains less from globalisation than developed countries do. Additionally, Pakistan faces significant pressure to adopt the policies of strong nations in all spheres of life, including higher education. Since the advantages or disadvantages of internationalization are represented, both are indeed prevalent within Pakistan, where on the one hand they have greatly contributed to the advances that have been made, the enrichment of skills, including the advancement of the quality of education, the growth of the labour market, etc. Additionally, it has had detrimental repercussions for Pakistan, including brain drain, commercialization of knowledge rather than knowledge dissemination, misunderstanding of national needs in educational programmes, encouragement of academic imperialism, and global citizenship rather than nationalism (Saeed et al., 2020). Different social, theological, or ethical crises brought on by globalisation include social democracy and pluralism, altered social structures, the solace of secularisation, a decline in community stability, and the rise or multifaceted interpersonal interaction. Governments must recognise animals as flexible or enabling financial experts in the construction of such innovative institutions. Additionally, in order to act appropriately, they must respect, manage, and perhaps even cooperate with the elites who make decisions (Kazmi & Quran, 2005).

It is a commonly acknowledged reality that globalisation has an impact on all institutions, including those related to the economy, politics, religion, and health. Even if the impacts are reciprocal

among other countries worldwide, there seems to be an imbalance in the flow of wealth between rich and poor countries (Shah et al., [2019](#)).

Globalization is a multifaceted notion that touches on social, cultural, political, and economic facets of existence. According to the social point of view on globalisation, intellectual ideas and values are exchanged in order to advance a common culture. However, it is still difficult to determine if globalisation bridges or widens gaps between distinct cultures. Although globalisation raises people's living conditions, it also has an adverse effect on their social lives (Hayat et al., [2019](#)).

The Objective of the Study

To find out the impact of globalization on secondary schools culture

Methodology

For this research, data have been taken from 50 research papers and articles. Chiefly, in this research secondary sources for data collection were used.

Results and Discussions

School Culture

Hargreaves et al., (2009) explained different kinds of school culture. Educational Culture played an imperative role in the development of the school system. He also asserted that educational culture is an open system for school learning as well as teacher learning from the sharing of experiences. Educational culture is also conducive and important for student learning and improvement.

The set of common ideas, beliefs, and conventions that exists inside a school influence how administrators and teachers feel, think and act in the classroom. Educational quality may benefit from changes in school culture. Effectiveness, for students to perform well in school, school culture is a crucial factor. The idea of school culture, which promotes effectiveness in schools, has recently attracted the attention of numerous researchers (Arslan et al., [2007](#)).

It is strongly contested whether globalisation is the most significant contemporary development due to both its positive and negative effects. This study makes a distinction between economic, cultural, and political globalisation and maintains that such a

movement is mostly managed and acknowledged by industrialised countries in order to achieve their desired goals, without South Asian nations becoming coerced into the. Utilizing the dependence paradigm, a case in Pakistan is often used to examine how globalisation has affected educational policies (Held & McGrew, [2007](#)).

Globalization integrated the culture of the developed learning community through the sharing of principles and norms among educators for strong learning of the students. The culture of the school is known by the participation and interaction of social Processes which brings a change in educational culture (Canagarajah, [2002](#)).

Globalisation has received so much attention recently in relation to developments in state-building. The process of globalisation entails the integration of economic systems, civilizations, and legal institutions, with varied capitalist identities, which necessitates the removal of all barriers to cross-national connection and exchange that was frequently formerly imposed by protectionist governments (Solstad, [2009](#)).

Effect of Contemporary Global Educational Culture

The global educational culture is also producing deterioration in the borderless world. Globalization has greatly introduced the means through a nation of every country actively integrating into another country's educational culture (Naim, [2002](#)). The educational culture of one nation is influenced by the educational culture of another nation. There are two types of educational culture first one is producer educational culture and another one is consumer educational culture. Producer educational culture means the culture dominates the previous educational culture and enforces it to change with contemporary trends. But consumer educational culture always focuses on the use of goods, services etc. by the dominant country. Through these goods and services, consumers get aesthetic pleasure (Mishra, [2004](#)). Pakistanis educational culture at the secondary school level has become hybrid due to dominant countries' styles adopted by our educational system (Kanu, [2005](#)).

Technical Effect on Educational Culture

Technology has an important role to provide some goods and services for globalization to generate educational cultural complexity. Pakistani educational culture is highly influenced by movies and music which played a role to amuse the people but made them thoughtless regarding social customs. This is why Technical devices are playing a role to diminish the Ordinals educational culture of developing countries (Safdar & Shahzad, 2020).

Similarly, Google+, as well as smartphones are offering important reading and learning styles to secondary school students. Western countries, as well as the Muslim world, cannot go beyond the hybrid educational Culture. Visual media plays a crucial role to make addicted the young generation in e-learning. Globalization created a relationship between students and technology, students did not live without the use of this streaming mechanism (Talbot, 2001). According to John (2013), globalization and educational culture both influence each other globalization creates a modern educational culture and educational culture practices affect globalization. Pakistan is taking benefits from the western school system to improve its educational culture within remaining the dimension of its ideology (Kanu, 2005).

Effect of Globalization and Corrosion of Values

In the young generation, global media is growing through television, the internet, etc. and also shaping a new educational culture all over the world. The behavioural pattern is declining fast due to the role of social institutions like family and state. European culture is prevailing like white ants and displacing other cultures due to dominance (Baker, 2014).

Most students pass their time in an internet cafe and waste a lot of time watching different illicit content. These modes produce the sights of meaningless love, sex, a romanticism which built the negativism in character to adopt violence, rape, and alcohol diversity, particularly at the school level in Pakistan (Fulu, 2013).

Globalization integration in educational culture brings changes in overall culture which has an impact on the belief and attitudes of teachers and students. Global culture revolts around the internal natural system of schools through changes in the values, and

norms system of individuals and groups within the institutions (Altbach et al., 2019).

This process turns the behaviour of individuals and groups and developed the collective values and norms of the students and teachers. Global culture is continuously changing the internal conditions of institutions. If individuals and groups interacted strongly, educational culture caught momentum and grew sharply, but the reverse process will decline the educational culture of developing countries (Kanu, 2005). Cultural development started when pressures reduce and elements of school culture got strong. On the other way, the culture may decline if someone's element is not up to the mark. Culture gets weaker when the establishment stops elements of culture through pressure. These elements provide a direction for school teachers for making a decision and accepting policies to make stable the educational culture (Nehez & Blossing, 2022). If cultural elements are showing weakness, diversity increases among the staff and culture may get weak. Although globalization is making weak the educational culture of developing countries by introducing high standards in education. It is also bringing the change in beliefs and attitudes of staff as well as in students. It is also playing a role to make the hybrid Islamic values through the maximum use of technology by western values. This dilemma is controversial in our country and is not useful for the stability of the educational culture of our secondary schools (Kumaravadivelu, 2008).

Pakistan is a country with a vast variety of cultural influences. These cultural influences have an impact on education in addition to the way of life, tradition, values, and conventions (Hameed & Hameed, 2016).

As Abbasi and Tirmizi (2020) said that globalization has affected Islamic practices and beliefs in terms of business, politics, culture, and society. It also emphasizes a balanced solution for Pakistani communities among western globalisation. Additionally, this study aims to offer the Muslim society of Pakistan the lawful and moral strategies that must be developed and applied if it is to safeguard itself from the negative effects of globalization.

The economy, politics, society, law, and religion of Pakistan have all been significantly impacted by

globalisation. Pakistan, like many other emerging nations, is feeling both the advantages and disadvantages of globalisation. There are distinct cultures and ways of life in every society. It is created by the community of individuals who reside together and uphold certain social norms. Pakistan has a diverse and varied culture that has maintained long-standing customs across time (Altbach, [2004](#)).

Conclusion

It was concluded that Pakistanis educational culture at the secondary schools level has become hybrid due to dominant countries' styles adopted by our educational system while taking benefits from the western school system to improve its educational

culture within the dimension of its ideology, moreover, cultural factors are affecting the values and norms as well as the education.

Recommendations

Culture can be promoted to meet up the pace of the world.

1. Through the revision of the syllabus of education, keeping the educational cultural heritage in priority and encouraging the adoption of other cultures under the limits of the ideology of Pakistan.
2. The government should hold educational culture events to encourage all the people's participation not only the elite class focused.

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