# CHAPTER 1
## INTRODUCTION

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1.1 PREFACE

The globalization and technology are now changing at a rapid rate in all aspects of society and has effected many areas of human life, one of those is education. Education is undergoing constant changes under the effects of globalization and technological changes. The effects of globalization bring rapid developments in technology and communications are foreseeing changes within educational systems across the world as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialization towards an information-based society. It reflects the effect on culture and brings about a new form of cultural imperialism. The rise of new cultural imperialism is shaping children and the future citizens of the world into ‘global citizens’, intelligent people with a broad range of skills and knowledge to apply to a competitive, information-based society. Globalization and technological advancements are delivering and increasing access to the world and subsequently subjects which reflect this global outlook. (Chinnammai, S., 2005) 

As globalization and technology has created change, it also changed expectations of what students must learn in order to function in the new world economy. Students have to learn to navigate through large amounts of information, to analyze and make decisions, and to master new knowledge domains in an increasingly technological society. They need to be lifelong learners, collaborating with others in accomplishing complex tasks, and effectively using different systems for representing and communicating knowledge to others. A shift from teacher-centred instruction to learner-centre instruction is needed to enable students to acquire the new century knowledge and skills. (UNESCO, 2002) 

Since the globalization and technology has greatly influenced in the new era, educational transformation and reform have become an urgent issue across the globe to meet the demands of new educational objectives in the knowledge-based economy (Barone & Hagner, 2001) In the new digital and knowledge society, education is facing great
challenges from traditional ways of learning towards innovative ways of learning. The traditional method of teaching is now also changing due to the revolution of globalization and technologies. The globalization and technology had created the new trend of learning and teaching. Teachers can no longer transfer knowledge using traditional method; therefore, technology is the key and solution to these new changes. In the age of globalization, information and knowledge are driven and empowered by technologies. It also raises great demands for the transformation of teachers’ roles from the traditional knowledge transmitter to a new set of roles such as facilitator and delegator. This transformation requires that teachers can face their new tasks in a more flexible way and be prepared for their new roles. It is a fact that technologies hold the greatest potential for knowledge dissemination, effective learning, and effective education services but without the correct roles of teachers this potential will not be realized.

As the people enter the era of globalization where changes take place, the work of teacher differs from that of the past years and now in terms of technological advancement. For instance, the changes of teaching practice, advance technology are used in classrooms i.e. computer and internet. It requires extra ICT skill from the teacher thus contributing to the increment of workload. Therefore, today, more concern is stressed on the role of teachers to ensure and to promote the integration between students from different background. All these show that teacher’s work is never the same as time goes by, and it should be considered the factors of the changes, the highlight of the teacher’s roles, challenges for the teachers and an overview of a changing world that affect teaching system.

The roles of teachers must be continued to develop in tandem with the current development in the world of education. (Omar et al, 2011) Teachers must be prepared for the change because the globalization will not wait, it will continue to evolve. It is imperative that the role of teachers must change according to the evolution of the globalization. Some strategies for achieving this change include the development of goals and objectives for desirable outcomes when integrating technologies into education and roles of teachers. So it is important for teachers to change their roles which are relevant to the evolution of globalization and technological change. By realizing the current situation of the globalization will lead to the integration of modern forms of information and communication technologies
(ICT) into education and this will affect the roles of teachers as well. By changing the roles of teachers to match with the current situation of globalization and technological changes, it will in turn infuse the new practices in the learning process and impact to the education’s outcomes. Therefore, the changing roles of teachers in the context of globalization and technologies changes must be emphasized on the improvement of the teaching-learning process for increasing the educational quality, integration of information communication technology in education, infusing of information communication technology into curriculum, improvement of the teacher’s competencies on ICT skills, and development of ICT for enhancing learning environment.

From the above discussion, it can be said that in the age of globalization and technology, the continuous development of teachers’ ability to handle changes to ensure the successful and excellent education is necessary and required for every individual teacher. Teachers have to change their roles from being instructor to becoming a constructor, facilitator, coach and creator of learning environment under the context of globalization and technological changes.

1.2 STATEMENT OF THE PROBLEM

The present study intended to study under the problem:

"A STUDY OF CHANGING ROLES OF TEACHERS IN THE CONTEXT OF GLOBALIZATION AND TECHNOLOGICAL CHANGES"

1.3 DEFINITION OF THE IMPORTANT TERMS

In order to avoid the misunderstanding regarding the key words, it is obligatory on the part of the researcher to define the terms which are as follow:

(1) **Globalization** is the process of interaction and integration among the people, companies, and governments of different nations arising from increasing human connectivity and interchange of worldviews, products, ideas, and other aspects of culture, in particular, advances in transportation and telecommunications infrastructure, including the rise of the internet. Globalization is a process driven by international trade and investment and aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity, and on human physical well-being in societies around the world. It is the tendency of businesses, technologies, or philosophies to
spread throughout the world, or the process of making this happen. It can be said that globalization is an elimination of barriers to trade, communication, and cultural exchange. The theory behind globalization is that worldwide openness will promote the inherent wealth of all nations.

In the present study, globalization refers to the interaction and integration among teachers in order to change their roles to ensure the successful and excellent education which arise from the increasing human connectivity and interchange of worldviews, products, ideas, and other aspects of culture, in particular, advances in transportation and telecommunications infrastructure, including the rise of the internet.

(2) Technology can be defined as material and immaterial, created by the application of mental and physical effort in order to achieve some value. It is the making, usage, and knowledge of tools, machines, techniques, crafts, systems or methods of organization in order to solve a problem or perform a specific function. It can also refer to the collection of such tools, machinery, and procedures. The term can either be applied generally or to specific areas: examples include construction technology, medical technology, and information technology.

In the present study, the technology refers to the tools, machine and collection of techniques, desired products, method, skills, processes and raw materials including the application of science which is not limited to only physical application and physical tools. Benefits can be achieved through the application of new methods of thinking or new insights into the general knowledge base. The one of the biggest applications of this type is computer, internet and all concerned to the ICT in education.

(3) Roles of teachers in the context of globalization and technological changes

“Role” in this study refers to a set of connected behaviours, rights and obligations as conceptualized by globalization and technological changes.

Role of teachers in the context of globalization and technological changes refers to the roles of teachers in continuous development of the ability to handle changes to ensure the successful and excellent education. The changing roles of teachers to match with the current situation of globalization and technological changes consisted of five aspects i.e.
- Improve the teaching-learning process for increasing the educational quality
- Integrate information communication technology in education
- Infuse information communication technology into curriculum
- Improve the teacher's competencies on ICT skills
- Develop ICT for enhancing the learning environment.

1.4 OBJECTIVES OF THE STUDY

The present research intends to study about the changing roles of teachers in the context of globalization and technological changes. Likert rating scale was used to measure changing roles of teachers in the context of globalization and technological changes. The scores obtained from the scale which measures the changing roles of teachers in the context of globalization and technological changes were to be analyzed. In order to arrive the results of the study, the objectives are determined as follow:

1. To construct the scale to evaluate the changing roles of teachers in the context of globalization and technological changes
2. To study the level of the changing roles of teachers in the context of globalization and technological changes
3. To compare the mean scores of the changing roles of teachers in the context of globalization and technological changes rated by physical education teachers belonging to different sex
4. To compare the mean scores of the changing roles of teachers in the context of globalization and technological changes rated by physical education teachers belonging to different age group
5. To compare the mean scores of the changing roles of teachers in the context of globalization and technological changes rated by physical education teachers belonging to different educational qualification
6. To compare the mean scores of the changing roles of teachers in the context of globalization and technological changes rated by physical education teachers belonging to different years of teaching experience
To compare the mean scores of the changing roles of teachers in the context of globalization and technological changes rated by physical education teachers belonging to different groups of monthly salary

1.5 VARIABLES OF THE STUDY

Research scientists manipulate variables in order to test their hypotheses and learn more about the factors or conditions that are changeable during the course of an investigation. There are two types of variables in this study: independent variable and dependent variable. The independent variable is the variable that is varied or manipulated by the researcher. The dependent variable is a variable that changes as the result of changing the independent variable. The details of these two variables in this study are as follow:

1. Independent variables

There were five independent variables i.e. sex, age, educational qualification, teaching experience, and monthly salary in this study.

2. Dependent variable

The changing roles of teachers in the context of globalization and technological changes was the dependent variable of this study.

1.6 RESEARCH QUESTIONS

Research question is one of the first methodological steps the investigator has to take when undertaking research. The significance of research questions is to generate the idea and topic of a research project individually. The research question must be accurately and clearly defined. Choosing a research question is the central element of both quantitative and qualitative research and in some cases it may precede construction of the conceptual framework of study. “What is the level of the changing roles of teachers in the context of globalization and technological changes?” was the research question of this study.

1.7 HYPOTHESES OF THE STUDY

Hypothesis testing is an important activity of empirical research. A well worked up hypothesis is half the answer to the research questions. Hypothesis supports the research to find and answer to a problem. A well-thought-out and focused research questions usually leads directly into the hypotheses of the research. Strong hypotheses give insight into a
research question and give a hint on what the researcher will find the answers of the research question. A hypothesis gives an a priori answer to the research question and predicts the answer of the research questions. For the present research study, the following hypotheses were formed:

(1) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes rated by physical education teachers belonging to different sex.

(2) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (improve the teaching-learning process for increasing the educational quality) rated by physical education teachers belonging to different sex.

(3) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (integrate information communication technology in education) rated by physical education teachers belonging to different sex.

(4) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (infuse information communication technology into curriculum) rated by physical education teachers belonging to different sex.

(5) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (improve the teacher’s competencies on ICT skills) rated by physical education teachers belonging to different sex.

(6) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (develop ICT for enhancing the learning environment) rated by physical education teachers belonging to different sex.

(7) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes rated by physical education teachers belonging to different age groups.
(8) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (improve the teaching-learning process for increasing the educational quality) rated by physical education teachers belonging to different age groups.

(9) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (integrate information communication technology in education) rated by physical education teachers belonging to different age groups.

(10) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (integrate information communication technology in education) rated by physical education teachers belonging to different age groups.

(11) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (integrate information communication technology in education) rated by physical education teachers belonging to different age groups.

(12) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (integrate information communication technology in education) rated by physical education teachers belonging to different age groups.

(13) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes rated by physical education teachers belonging to different educational qualification.

(14) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (improve the teaching-learning process for increasing the educational quality) rated by physical education teachers belonging to different educational qualification.

(15) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (integrate information communication technology in education) rated by physical education teachers belonging to different educational qualification.
(16) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (infuse information communication technology into curriculum) rated by physical education teachers belonging to different educational qualification.

(17) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (improve the teacher’s competencies on ICT skills) rated by physical education teachers belonging to different educational qualification.

(18) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (develop ICT for enhancing the learning environment) rated by physical education teachers belonging to different educational qualification.

(19) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes rated by physical education teachers belonging to different years of teaching experience.

(20) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (improve the teaching-learning process for increasing the educational quality) rated by physical education teachers belonging to different years of teaching experience.

(21) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (integrate information communication technology in education) rated by physical education teachers belonging to different years of teaching experience.

(22) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (infuse information communication technology into curriculum) rated by physical education teachers belonging to different years of teaching experience.

(23) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (improve the teacher’s competencies on ICT skills) rated by physical education teachers belonging to different years of teaching experience.
(24) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (develop ICT for enhancing the learning environment) rated by physical education teachers belonging to different years of teaching experience.

(25) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes rated by physical education teachers belonging to different groups of monthly salary.

(26) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (improve the teaching-learning process for increasing the educational quality) rated by physical education teachers belonging to different groups of monthly salary.

(27) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (integrate information communication technology in education) rated by physical education teachers belonging to different groups of monthly salary.

(28) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (infuse information communication technology into curriculum) rated by physical education teachers belonging to different groups of monthly salary.

(29) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (improve the teacher’s competencies on ICT skills) rated by physical education teachers belonging to different groups of monthly salary.

(30) There will be no significant difference between the mean scores of the changing roles of teachers in the context of globalization and technological changes (develop ICT for enhancing the learning environment) rated by physical education teachers belonging to different groups of monthly salary.
1.8 IMPORTANCE OF THE STUDY

The advancement in technology and various inventions in the past century have brought about a major change in the world today, the biggest being the integration of societies. The people can now communicate with other people from all around the world with great ease. The internet has also allowed the people to transfer huge amounts of data to a place half way around the world in a matter of seconds. The various means of transportation are faster and the people can now travel half way around the world within a day. This has led to globalization, where different economies, societies and cultures of the world are integrated through a global network. Globalization has affected the world in many different ways.

(1) Effects of globalization on industry: Globalization has lead to the rise of worldwide markets where countries now have better access to foreign products. Industrially developed countries can now import raw materials required for production of various consumer products. These products can then be exported to different countries. It can be seen that there is a great increase in movement of material goods between and inside national boundaries. The world has seen a rapid growth of international trade within the last fifty years, and the numbers are still growing.

(2) Effects of globalization on the financial market: Different economies of the world have greater access to funds since they now have better access to external borrowings. Trade in national currencies increased dramatically in the recent past to support the increasing levels of trade and investment.

(3) Effects of globalization on the economy: The idea of free trade has been around ever since the early 18th century. Since then on, it is seen the growth of a global common market, allowing the freedom of exchange of goods and capital. Lowered restrictions on foreign direct investment have allowed corporations to set up factories in places where the cost of production is the lowest. This has increased the number of job opportunities in underdeveloped countries.

(4) Effects on health policy: Health on a global scale become a commodity. Health structures are now being privatized since the government feels that the private institutions have a better standard of providing services and are more efficient at what they do. At first the global health policy maker was the United Nations. This has now shifted to financial institutions, leading to an increase in privatization in the health structure.
Globalization has brought about diversity in the products and services in many countries, and has led to a lot of growth. It is a growing phenomenon where different societies are becoming similar in the way they function and behave. Globalization also effect on the change in education and teaching & leaning process.

Technologies significantly affect human as well as other animal species’ ability to control and adapt to their natural environments. The human species’ use of technology began with the conversion of natural resources into simple tools. The pre-historical discovery of the ability to control fire increased the available sources of food and the invention of the wheel helped humans in travelling in and controlling their environment. Recent technological developments, including the printing press, the telephone, and the Internet, have lessened physical barriers to communicate and allow humans to interact freely on a global scale. However, not all technology has been used for peaceful purposes; the development of weapons of ever-increasing destructive power has progressed throughout history, from clubs to nuclear weapons.

Technology has affected society and its surroundings in a number of ways. In many societies, technology has helped to develop more advanced economies (including today’s global economy) and has allowed the rise of a leisure class. Many technological processes produce unwanted by-products, known as pollution, and deplete natural resources, to the detriment of the Earth and its environment. Various implementations of technology influence the values of a society and new technology often raises new ethical questions. Examples include the rise of the notion of efficiency in terms of human productivity, a term originally applied only to machines, and the challenge of traditional norms.

Regarding education, in the past, teaching and learning process emphasis on memorization and regurgitation is being replaced by a constructivist, inquiry based, experiential, reflective and meta-cognitive approach to learning. Currently, the globalization era and technological changes, the “new” learning is based on the achievement of significant overall learning outcomes rather than specific objectives and where success is measured in terms of individual growth rather than the bell curve. The traditional method of teaching is
now also changing due to the revolution of globalization and technologies. The globalization and technologies had created the new trend of learning and teaching. Teachers can no longer transfer knowledge using traditional method; therefore, technology is the key and solution to these new changes. In the age of globalization, information and knowledge are driven and empowered by technologies changes. It is a fact that technologies hold the greatest potential for knowledge dissemination, effective learning, and effective education services but without the correct roles of teachers this potential will not be realized.

The present study has given the guideline for development of the changing roles of teachers in the context of globalization and technological changes.

The findings of the present research may be a source of encouragement for the widespread changing roles of teachers in the context of globalization and technological changes. This study may also be a source of inspiration for teachers to change their roles and may give the idea about the strength of globalization and technological changes which can be applied for the development of effective learning standard to fulfill the objectives of educational quality development.

1.9 LIMITATIONS OF THE STUDY

(1) The present study was confined to study the changing roles of teachers in the context of globalization and technological changes rated by physical education teachers in Thailand.

(2) The study was further delimited to the sample of teachers in physical education institute during academic year 2010-2011.

1.10 SCHEME OF CHAPTERIZATION

The scheme of chapterization for next chapters are as follow:

Chapter 2 : Second chapter was concerned to theoretical orientation i.e. definition of globalization, definition of technology, relationship between globalization and technology, effect of globalization and technology in education, importance of globalization and technology in education, and roles of teachers in the context of globalization and technological changes.
Chapter 3: Third chapter described the review of the past studies regarding changing roles of teachers in the context of globalization and technological changes which were already done in Thailand and in foreign countries.

Chapter 4: Fourth chapter discussed about plan and procedure i.e. the research method and research design, population and sample, sampling technique, tools, techniques of data collection and method of data analysis.

Chapter 5: Fifth chapter described about the construction of the tool, judges’ agreement, selection of the sample for the pilot study, administration of the tool, scoring of the pilot study, item analysis and the final selection of the tool there after establishing reliabilities and validity.

Chapter 6: Sixth chapter concerned to the analysis of data and interpretation i.e. the results in tabulated form with inferences related to the changing roles of teachers in the context of globalization and technologies changes. The chapter was divided into two parts. The analysis of the level of the changing roles of teachers in the context of globalization and technological changes was the part one. Part two concerned to the comparison of the level of the changing roles of teachers in the context of globalization and technological changes rated by teachers belonging to different groups of sex, age, educational qualification, teaching experience, and monthly salary.

Chapter 7: Seventh chapter discussed about the summary, major findings, conclusions, suggestions and recommendation for further study.
References


