An Analysis Of Global Perspective And Its Personal Attributes Among Girls' Madarsa Students

Dr. Sufia Nazneen

Senior Research Fellow, Faculty of Education, Banaras Hindu University, Varanasi

Dr. Deepa Mehta

Associate Professor, Faculty of Education, Banaras Hindu University, Varanasi

Abstract: Global perspective involves taking a broader, more critical view of experience, knowledge, learning and also include seeking to understand the links between our own lives and those of people throughout the world. In the present study global perspective refers to environmental interdependency, cultural diversity, social justice, peace and sustainable development among girls' madarsa students. The present study examined the status of global perspective among Aalia level students of girls' madarsas in Varanasi district. The population of the study is the students of Aalia level in all 15 recognized girls' madarsas presented in Varanasi district. Two stage cluster random sampling technique has been used in the study. 220 Aalia level students were selected for the sample of the study from 6 selected girls' madarsas. To analyze the level of global perspective among Aalia level students self constructed Global Perspective Scale has been used in the study. By using different statistical techniques it was found that the girls' madarsas of Varanasi district develop average level of global perspective among its students. Along with that the affect of different personal variables on the level of global perspective of Aalia level students have also been analyzed in the study.

Keywords: Global Perspective, Girls' Madarsas.

I. INTRODUCTION

The current world is a world of global competition as well as the global interdependency. Globalization could be simply defined as a process of movement towards a 'global world'. The term globalization encapsulates for many the perceived uniqueness of the present. Following four elements describe the globalization properly:
- ✓ Integration of world market and world economy.
- ✓ Accelerated diffusion of new technology.
- ✓ Loss of national sovereignty.
- ✓ Homogenization of culture.
- ✓ Democratization of activities.

Global education has five learning emphases or perspectives (Werner & Case, 1997):
- ✓ *Interdependence and globalisation* – an understanding of the complex social, economic and political links between people and the impact that changes have on each other.

- ✓ *Identity and cultural diversity* – an understanding of self and one's own culture, and being open to the culture of others.
- ✓ *Social justice and human rights* – an understanding of the impact of inequality and discrimination, the importance of standing up for our own rights and our responsibility to respect the rights of others.
- ✓ *Peace building and conflict resolution* – an understanding of the importance of building and maintaining positive and trusting relationships and ways conflict can be prevented or peacefully resolved.
- ✓ *Sustainable futures* – an understanding of the ways in which we can meet our current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their own needs.

A global perspective is an ecological world view which promotes the unity of humankind and the interdependence of humanity, universal human rights, loyalties that extend beyond national borders, and a future-oriented perspective (Hett, 1993). Today's world is changing continuously due to the new

technological development and advancement of economies. Now differences between economies became less and less and each of them comes closer. Each and every country depends upon another country. No country could run its economy without help of another country. Activities either its individual or public became more democratize and cultural diversity has changed into cultural homogeneity. That is why Werner & Case (1997) identified and developed 'interconnections' theme, which explores both the international and inter-system linkages and conclude that we live in an interconnected world. Therefore students must be encouraged to see the different ways in which one situation is influenced by and influences others. Further exploration is explained by Haavenson et al (1998/99) that the brain often searches for common patterns and relationships and seeks to connect new knowledge with prior experiences that result in the fact that cognition operates in all concepts. The traditional approach of filling the minds with facts and information that students are simply asked to memorize and reproduce does nothing to promote global awareness and teachers must keep this in mind when working to plan curriculum. Instead, students need experience in critical thinking, in taking part in cross-cultural experiences, and to make decisions and substantiate them. Students should be taught to think for themselves and to be able to stand their ground.

Case (1993) identified five key elements that keep people informed about global topics. These elements are the universal values and cultural practices, global interconnections, which refers to the study of the workings of the four major interactive global systems: economic, political, ecological, and technological. The third element is worldwide concerns and conditions such as development and peace issues while the fourth element forms the origins and past patterns of worldwide affairs such as global history and geography. In addition to these substantive elements, he proposed perceptual elements that should be addressed, which include open mindedness, resistance to stereotyping, anticipation of complexity and empathy. Merry M. Merryfield, one of the leading scholars in the field of global education, combined the definitions of other scholars and provided us with a current framework in this field. Kirkwood (2001) listed Merryfield's eight elements that include: human beliefs and values global systems, global issues and problems, cross-cultural understanding, awareness of human choices, global history, acquisition of indigenous knowledge, and development of analytical, evaluative, and participatory skills. He also described another dimension to the definition of global education that Lamy (1987) identified as the acquisition of knowledge transmitted by indigenous people. He concluded that a global education must include knowledge about the contributions of native people who are representing the views of their world.

The most important step in understanding and incorporating global education in classrooms and communities is to understand and relate to the themes of global awareness as presented by experts in the field. Hanvey (1975), one of the first scholarly experts to give a comprehensive definition of the concept 'global perspective', proposed five dimensions that prepare students to achieve global awareness. These dimensions are as follows:

PERSPECTIVE CONSCIOUSNESS: It is the realization that an individual's worldview is both a matter of conscious opinions and ideas and more importantly to subconscious evaluations, conceptions and unexamined assumptions. Perspectives are shaped by ethnic, religious, differences in age, sex, and social status, among many other factors. Thus, it is important to teach students to look upon a certain phenomenon or event from different perspectives so as to encourage respect and appreciation for beliefs, customs, and values different from their own.

STATE-OF-THE-PLANET AWARENESS: It requires comprehension of prevailing world conditions, developments, trends, and problems that are confronting the world community. It includes an in-depth understanding of global issues such as population growth, migrations, economic-disparities, depletion of resources, and international conflicts, that require global learners to be aware of the world around them. Children need to be made aware that what affects the world affects them as well. In elementary school, students could be taught to make decisions about ways to prevent disaster by studying the consequences of environmental illiteracy.

CROSS-CULTURAL AWARENESS: This dimension includes the diversity of ideas and practices in human societies and how these ideas and practices are found in human societies around the world, including concepts of how others might view one's own society as perceived from other vantage points. According to Hanvey (1975), this dimension is the most difficult to attain most likely because it refers to the highest level of global cognition. The misconception about cross-cultural awareness is that people consider it no more than a set of stereotypes that do more harm than good as superficial knowledge engenders prejudice. An effective way to promote cross-cultural awareness, as explained by Haavenson et al. (1998/99), is by showing videos and then having discussions with students about these films to help them in separating stereotypical views from those that are more authentic.

KNOWLEDGE OF GLOBAL DYNAMICS: It refers to an understanding of the world as an interconnected system of complex traits and mechanisms and unanticipated consequences. A high level of sophistication on the part of the student is required because understanding these processes is difficult to achieve due to the unanticipated effects on the human condition. It includes a consciousness of global change and cannot be acquired through mass media.

AWARENESS OF HUMAN CHOICES: It is related to global dynamics in such a way that it focuses on making choices and develops a sense of responsibility for making decisions, which affect future generations. It also includes an awareness of the interconnectedness of individual, national and international settings. It fosters a sense of responsible citizenship on the local and global levels. Students may be introduced to alternatives on thought and behaviour by looking at relationships and interactions between man and the world. Students are asked to account for their choices and are taught to be tolerant towards the view of others.

RATIONALE OF THE STUDY

Pike's (2000) article 'Global education and National Identity: In Persuit of Meaning' explores this notion, global education itself is infused with distinctive national characteristics. In this sense, the global education movement does not signal a globalization of education; rather it reflects the development of more globally-oriented models of national education. If the meaning is to be understood at a profound level, the challenge is to find creative ways to assist practitioners in 'the removal of national borders', not in their curriculum but also in their thinking. Zhai and Scheer (2004) studied 'Global Perspectives and Attitudes towards Cultural Diversity among Summer Agriculture Students at the Ohio State University' and found that in general, students tended to have a moderate global perspective and a positive attitude toward cultural diversity. High correlation was also found between global perspectives and attitudes toward diversity. In comparison with male students, females were more likely to have a higher level of global perspective and a more positive attitude toward cultural diversity. Students who had more contact with international people also scored higher on the global perspective and cultural diversity scales. Burnouf's (2004) article 'Global Awareness and Perspective in Global Education' examines the whole notion of global education by discussing theoretical and practical understandings by major figures in the field. Marginson and Sawir (2006) compares reading of global environment, global and international activities and relationship, global capacity and strategy in University of Indonesia and Australian National University' and found that both the universities are peak national institutions and each respects other, but the Australian university was more strongly placed in the global environment and practical dealing between them were asymmetrical. This study helps to illuminate the dynamics of global stratification and hierarchy between developed and developing nations and institutions in higher education.

Cook's (2008) study 'Give Peace a Chance: The Diminution of Peace in Global Education in the United States, United Kingdom and Canada' surveyed the literature on peace and global education in secondary schools to explore the position of peace education within the global education field. The results demonstrate that peace education over time has occupied progressively less space. The nature of both peace and global education in the school curriculum has changed. The reduction of peace education within the global education rubric has negative consequences for everyone committed to the principles of global and peace education. Spring's (2008) article entitled 'Research on Globalization and Education' involves the study of intertwined worldwide discourses, processes, and institutions' practices and policies. After the review of the related literature no study was found related to girls' madarsas imparting knowledge to women of the Muslim community. A madarsa (most common transliterations are madrasas, madrasah, madrasa, madresa etc.) is an Islamic institution, providing Islamic studies and literature related to rational sciences as essentials. The word madarsa originated from the Arabic word 'Al – Dars' which means 'to deliver speech' or 'to teach' (Qasmi, 2005). In the present study, girls' madarsas refer to those educational institutions which are formally organized for the Muslim girls up to the 'Aalia' (secondary) level in Varanasi district, affiliated to Arabic/Persian Board, Lucknow (U.P. Madarsa Board). No study was found, which measures global perspective of girls' madarsa students. Keeping the knowledge gap in mind following research questions have been raised:

✓ What is the status of 'global perspective' among the students studying in girls' madarsas?
✓ What is the effect of following personal variables on global perspective of Aalia level students: Age, Locality, Educational Status of parents, Father's/Guardian's occupation, Family income, Number of family members, Number of siblings studying in madarsa.

DIMENSIONS OF GLOBAL PERSPECTIVE

Global perspective involves taking a broader, more critical view of experience, knowledge, learning and also include seeking to understand the links between our own lives and those of people throughout the world (Hanvey, 1975). After reviewing various literature investigators have formalized following five dimensions of global perspective on which global perspective of Aalia level students have been measured:

✓ *Environmental Interdependency* refers to social, economic and political links and their effect between peoples.
✓ *Cultural Diversity* refers to understanding of own as well as others and nation or international cultures.
✓ *Social Justice* refers to understanding of inequality, discriminations fixed in societal roots and measures to remove them.
✓ *Peace* refers to need of peaceful environment.
✓ *Sustainable Development* refers to need of natural resource protection and development for future.

II. RESEARCH DESIGN

Descriptive survey method has been adopted in the present study to achieve the desired objectives. In order to achieve the objectives of the study proportionate number of null hypotheses were framed and tested at0.05 significance level.Two stage cluster random sampling technique has been used for the selection of the sample. 06 girls' madarsas of Varanasi district have been selected from 15 recognised girls' madarsasaffiliated to Arabic/Persian Madarsa Board (U.P. Madarsa Board) and then 220 students of Aalia level have been selected from the selected (06) girls' madarsas for the sample of the study. The level of global perspective among Aalia level students of girls' madarsas was measured through Global Perspective Scale (oSf'od ifjÁs{; ekiuh) which was developed by the investigator. The reliability of GPS was calculated through Cronbach's Alpha and Split-half method which were found .81 and .74 respectively. The content validity of tool was established by the opinions of experts in Education, Psychology and Sociology. The construct validity of tool was established by inter item correlation.

For the analysis of collected data percentage, mean, median, mode, standard deviation, kurtosis, skewness were

calculated to assess the normalcy of data. Kruskal-Wallis H test and Mann-Whitney U test were also applied.

III. DATA ANALYSIS AND FINDINGS

FINDING 1

23 (10.45%) Aalia level students were found with low global perspective, 158 (71.81%) students were found with average global perspective while 39 (17.72%) students have high level of global perspective out of 220 students.

Level of Global Perspective	No. of Respondents	Percentage of Responses
Low	23	10.45%
Average	158	71.81%
High	39	17.72%

Table 1: Status of Global Perspective among Girls' Madarsas Aalia level Students (N= 220)

FINDING 2

2.1: As no significant difference exist in global perspective of girls' madarsa students with respect to their age. The obtained chi-square value was 0.35 with df 2 at .05 level.

Different Age Groups	N	Mean Rank	Chi-Square
14-15	85	108.05	
16-17	110	111.05	0.35
18 & Above	25	116.42	

(At significance level of .05)

Table 2.1: Mean Rank Difference in Global Perspective with respect to Age

2.2: Significant difference was observed in global perspective of girls' madarsa students with respect to their locality. The obtained Z value was 5.94 (Mann-Whitney U= 926) at .05 level.

Locality	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z
Rural	30	46.37	1391.00		
Urban	190	120.63	22919.00	926.00 5.94	

(At significance level of .05)

Table 2.2: Mean Rank Difference in Global Perspective with respect to Locality

2.3: Significant difference was observed 29.54 (chi-square value) at significance level of .05 with df 4 in global perspective of girls' madarsa students with respect to their father's qualification. Further the consequent statistical analysis revealed that there exist significant difference between the groups below high school and high school (U= 992.50 & Z= 4.84); below high school and intermediate (U= 231 & Z= 4.24); below high school and post graduation (U= 14.50 & Z= 1.97); high school and graduation (U= 482.50 & Z= 2.00); intermediate and graduation (U= 111 & Z= 2.18) while no significant difference exist between the groups below high school and graduation; high school and intermediate; high school and post graduation; intermediate and post graduation; graduation and post graduation.

Father's Qualification	N	Mean Rank	Chi-Square
Below Highschool	32	59.52	
Highschool	138	119.03	
Intermediate	36	130.36	29.54
Graduation	11	79.95	
Post Graduation	3	135.67	

(At significance level of .05)

Table 2.3: Mean Rank Difference in Global Perspective with respect to Father's Qualification

Father's Qualification	N	Mean rank	Sum of Ranks	Mann-Whitney U	Z
Below Highschool	32	47.52	1520.50		
Highschool	138	94.31	13014.50	992.50 4.84	
Below Highschool	32	23.72	759.00		
Intermediate	36	44.08	1587.00	231.00 4.24	
Below Highschool	32	20.83	666.50		
Graduation	11	25.41	279.50	138.50 1.04	
Below Highschool	32	16.95	542.50		
Post Graduation	3	29.17	87.50	14.50 1.97	
Highschool	138	85.45	11791.50		
Intermediate	36	95.38	3433.50	2.20 1.05	
Highschool	138	77.00	10626.50		
Graduation	11	49.86	548.50	482.50 2.00	
Highschool	138	70.77	9766.50		
Post Graduation	3	81.50	244.50	175.50 0.45	
Intermediate	36	26.42	951.00		
Graduation	11	16.09	177.00	111.00 2.18	
Intermediate	36	19.99	719.50		
Post Graduation	3	20.17	60.50	53.50	0.02
Graduation	11	6.59	72.50		
Post Graduation	3	10.83	32.50	6.50	

(At significance level of .05)

Table 2.3.1: Mean Rank Difference in Global Perspective between Father's Qualification

2.4: Significant difference was observed 17.92 (chi-square value) with df 3 (as no data found in the group post graduation that is why chi-square value was calculated for four groups) at significance level of .05. Further in consequent significant difference exist between the group below high school and high school (U= 1.88 & Z= 3.99); whereas significant difference was not exist between the groups below high school and intermediate; below high school and graduation; high school and intermediate; high school and graduation; intermediate and graduation.

Mother's Qualification	N	Mean Rank	Chi-Square
Below Highschool	43	77.37	
Highschool	146	121.13	

Intermediate	30	103.38	**17.92**
Graduation	1	196.00	
Post Graduation	0	0	

(At significance level of .05)

Table 2.4: Mean Rank Difference in Global Perspective with respect to Mother's Qualification

Mother's Qualification	N	Mean rank	Sum of Ranks	Mann-Whitney U	Z
Below Highschool	43	65.71	2825.50		
Highschool	146	103.63	15129.50	**1.88**	**3.99**
Below Highschool	43	33.62	1445.50		
Intermediate	30	41.85	1255.50	**499.50**	**1.63**
Below Highschool	43	22.05	948.00		
Graduation	1	42.00	42.00	**2.00**	**1.53**
Highschool	146	90.88	13268.50		
Intermediate	30	76.92	2307.50	**1.84**	**1.36**
Highschool	146	73.63	10749.50		
Graduation	1	128.50	128.50	**18.50**	**1.28**
Intermediate	30	15.62	468.50		
Graduation	1	27.50	27.50	**3.50**	**1.28**

(At significance level of .05)

Table 2.4.1: Mean Rank Difference in Global Perspective between Mother's Qualification

2.5: Significant difference was not found in global perspective of Aalia level students with respect to their father's/guardian's occupation. The obtained chi-square value was 0.42 with df 3 at .05 level (as no data found in the agriculture group).

Occupation	N	Mean Rank	Chi-Square
Service	12	122.08	
Business	39	109.76	
Agriculture	0	0	**0.42**
Labour	62	109.58	
Weaver	107	110.00	

(At significance level of .05)

Table 2.5: Mean Rank Difference in Global Perspective with respect to Father's/Guardian's Occupation

2.6: Significant difference was not observed in global perspective of girls' madarsa students with respect to their family income. The obtained chi-square value was 1.15 with df 2 at .05 level.

Family Income	N	Mean Rank	Chi-Square
Below 10,000	173	109.92	
10,000-20,000	41	108.95	**1.15**
Above 20,000	06	137.92	

(At significance level of .05)

Table 2.6: Mean Rank Difference in Global Perspective with respect to Family Income

2.7: Significant difference was not observed in global perspective of girls' madarsa students with respect to number of family members. The obtained chi-square value was 0.06 with df 2 at .05 level.

No. of Family Members	N	Mean Rank	Chi-Square
2-4	15	106.60	
5-8	108	111.12	**0.06**
9 or more	97	110.41	

(At significance level of .05)

Table 2.7: Mean Rank Difference in Global Perspective with respect to Number of Family Members

2.8: No significant difference observed in global perspective of girls' madarsa students with respect to number of siblings studying in madarsa. The obtained chi-square value was 2.07 with df 2 at .05 level.

No. of Siblings studying in Madarsa	N	Mean Rank	Chi-Square
1-2	111	109.51	
2-4	72	105.30	**2.07**
None	37	123.58	

(At significance level of .05)

Table 2.8: Mean Rank Difference in Global Perspective with respect to Number of Siblings studying in Madarsa

IV. CONCLUSION AND DISCUSSION OF THE STUDY

Aalia level students were found with average level of global perspective. Global perspective of Aalia level students is significantly affected by their locality, father's and mother's qualification. Whereas other personal variables (i.e. age, father's/guardian's occupation, family income, number of family members and number of siblings studying in madarsa) do not significantly affect global perspective of Aalia level students.

The findings of the study explored the knowledge that majority of Aalia level students possess average global perspective. The reason may be the old and rigid pattern followed by these madarsas regarding curriculum, conventional teaching-learning process etc. Beside this factor, these madarsas provide substandard facilities to its students. This finding is supported by the previous findings of Zhai and Scheer (2004) where the students' overall mean score for the global perspective scale was 4.02, indicating a moderate global perspective. Aalia level students of urban girls' madarsas are found with high global perspective in comparison to the students of rural madarsas. The most probable reason behind this may be their awareness and knowledge for global issues. These students get liberal environment and information from newspapers and television. While students from rural madarsas face various restrictions like purdah, lack of social mobility etc. Educational qualification of fathers, significantly affect the global perspective of Aalia level students because highly educated fathers try to nurture their wards positively while less educated fathers do not talk with their girls daily even on family issues. The possible reason behind the significant effect of educational qualification of mothers may be the feeling of independence in decision making and awareness of their own rights in highly educated mothers which are transfer to their girl ward too. On the other hand less educated mothers nurture their girl child with lots of hypocrisy, that is why the girl child

of these families cannot think even about their personal problems and issues. Hence, they do not want to think on global issues as they think that those matters are not related to them. Other personal variables do not significantly affect the global perspective of Aalia level students. The reason may be lack of social and political participation of the parents. Parents of these girl students do not want to talk on global issues and do not participate in the activities related to these issues because they think that people of other communities will blame them. Hence, they nurture their girl child with the same thinking. So the girl students have also the same perception.

V. SUGGESTIONS

The current religious data based on census 2011 shows 59.1% literacy rate among Indian Muslims as 67.6% male and 50.1% female literate are found in Muslim community. U.P. has 19.26% and Varanasi district has 14.88% Muslim population. Through this study a much wider understanding of girls' madarsa system is brought to the knowledge of researchers and practitioners along with all the concerned stakeholders in the field. This would be helpful in understanding the merits, limitations and problems of girls' madarsas in varied contexts. The study will also prove to be helpful in increasing awareness of girl child's education in the community members. Till secondary and higher secondary level girl child can get education here on their social norms with nominal fee. Moreover girls from the lower middle class families can get free education and educated women of the community get teaching jobs in these madarsas to utilize their education. These madarsas develop average level of global perspective among its students which is very important phenomenon for today's modern and global scenario. Hence changes according to needs of modern liberal society regarding syllabus, teacher-taught interaction, co-curricular activities, various facilities etc. are required in education system of these madarsas. The area of girls' madarsa education has remained almost untouched till now. Present study provides a platform to the researchers for further investigation in the field. Also the study will help the future researchers to understand pros and cons of girls' madarsa system and to make them aware about the educational settings and features of these institutions.

REFERENCES

[1] Burnouf, Laura (2004). Global awareness and perspectives in global education. Canadian Social Studies, Vol. 38, No. 3.

[2] Case, R. (1993). Key elements of a global perspective. Social Education, Vol. 57 (6), pp. 318-325.

[3] Cook, Sharon Anne (2008). Give Peace a Chance: The Diminution of Peace in Global Education in The United States, United Kingdom and Canada. Retrieved on Dec. 16, 2014, from http://www.jstor.org/stable/20466733 at 04:45pm.

[4] Haavenson et al (1998). Teacher education reform and global Education: United States and Russian perspectives. The International Journal of Social Education, Vol. 13, pp. 29-47.

[5] Hanvey, R.G. (1975). An Attainable Global Perspective. Retrieved on Dec. 16, 2014, from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/32/bd/24.pdf at 05:pm.

[6] Kirkwood, T. (2001). Our global age requires global education: clarifying definitional ambiguities. Social Studies, Vol. 92, pp. 1-16.

[7] Lamy, S. (1987). The Definition of a Discipline: The Objects and Methods of Analysis in Global Education. New York: Global Perspective Education.

[8] Marginson, Simon & Sawir, E. (2006). University Leaders' Strategies in the Global Environment: A Comparative Study of Universitas Indonesia and the Australian National University. Retrieved On Dec. 16, 2014, from http://www.jstor.org/university-leaders-strategies-in-the-global-environment/stable/29735016. at 05:10pm.

[9] Pike, Graham (2000). Global education and national identity: in pursuit of meaning. Theory into Practice, Vol. 39, No. 2, pp. 64-73.

[10] Qasmi, Muhammadullah Khalili (2005). Madrasa Education: Its Strength & Weakness. New Delhi: Markazul Ma'arif Education and Research Centre.

[11] Spring, Joel (2008). Research on globalization and education. Review of Educational Research, Vol.78, No. 2, pp. 330-363. Retrieved on Dec. 16, 2014, from http://www.jstor.org/stable/40071130. at 04:35pm.

[12] Werner, W. & Case, R. (1997). Themes of global education. In Wright, A & Sears, A. (ed.) Trends and Issues in Canadian Social Studies. Vancouver: Pacific Educational Press.

[13] Zhai, Lijuan & Scheer, Scott D. (2004). Global perspectives and attitudes toward cultural diversity among summer agriculture students at the Ohio State university. Journal of Agricultural Education, Vol. 45, No. 2, pp.39-51.