

# Global Mindedness of School Teachers

**Geeta Shetty**

*Institute of Education, 40-A, New Marine Lines, Churchgate, Mumbai-400020, Maharashtra, India*

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## ABSTRACT

The world today needs global citizens. Classrooms are places where such citizens could be shaped and teachers would need to shoulder this responsibility. It needs to be seen what is the level of global mindedness among teachers. The study aimed at finding out the extent of global mindedness among Arts and Science teachers. The descriptive survey method conducted, revealed that the Arts teachers showed a higher level of global mindedness than the Science teachers. However both the groups showed very low extent of Global centrism, thus indicating that the teachers would need to consider the global good over only local or national good. Hence there needs to be conscious efforts to understand and develop global consciousness among the teachers so that they in turn imbibe this attitude among the learners.

**Keywords:** Global mindedness, responsibility, cultural pluralism, efficacy, global centrism, inter-connectedness

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Globalization has dissolved the borders between nations and has shrunk the globe. This has resulted in greater cross border opportunities and interactions. India is surging ahead to become a globally reckoned entity. It has brought about educational reforms to develop a populace that would be globally competent. The implications of the developments across the globe is that countries/nations as well as individuals would need to be equipped to deal with the challenges of an ever-

shrinking world. The onus of preparing individuals for the same, lies on educational institutions. Schools need to adopt strategies that are focused on developing global skills, competencies and the right attitude in the learners. What remains to be seen is if schools are ready for this; if teachers have the global mind set and the disposition to develop globally competent future citizens. Hence it is essential to study the global mindedness of teachers in the best interest of the nation as well as the world.

## Related Studies

M. Mavis in 2014 interrogated the social studies teachers' views and experiences in teaching about the world in upper classes in primary schools in Botswana. This study was anchored within the naturalistic inquiry paradigm and used qualitative methods to collect data. The findings of this study indicated that social studies

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## Address for correspondence

Institute of Education, 40-A, New Marine Lines, Churchgate, Mumbai-400020, Maharashtra, India

E-mail: [geetashetty2002@yahoo.co.uk](mailto:geetashetty2002@yahoo.co.uk)

teachers teach about the world from a “Motswana” worldview. The teachers believed that teaching about Botswana was more of a priority than teaching about the world and their discussion on world issues was based on how those issues affect them as a country and a people. Therefore, the development of world mindedness in social studies classrooms remains an illusion rather than a reality. The study recommends that teacher education both pre-service and in-service revisit their curriculum in an effort to incorporate mega trends in social studies and global education and its pedagogies.

In a comparative study of international mindedness in the IB Diploma Programme in Australia, China and India conducted by S. Arathi, S. Michael, J. Qi (2014) found that the practices of international mindedness varied across school contexts and were dependent on school cultures, level of commitment from teachers and leadership teams, and level of integration and promotion across school activities.

Goh, M. (2012) explains that teachers are faced with both the chance and challenge to lead and teach with cultural intelligence. The study expressed the need for intercultural competence among teachers in order to teach with cultural intelligence and develop culturally intelligent students who will become multi-culturally educated and globally engaged citizens. In an article ‘Teaching for Global Literacy in Higher Education: How Prepared Are the Educators?’ S. Sabine (2007) concludes that a considerable number of empirical studies have been carried out that explore different aspects of faculty experiences, background, and disciplinary affiliation, and how such variables affect intercultural sensitivity, cultural competence, and world-mindedness among faculty. However, less conclusive evidence is available as to whether and how such traits in faculty translate into classroom practice. More studies, in particular classroom observations, need to be carried out to elucidate actual classroom practices.

Marjorie L. (2014) in her study ‘Perceptions of global mindedness in the International Baccalaureate Middle Years Programme: The relationship to student academic performance and teacher characteristics’ explores teacher perceptions of global mindedness and relates

the findings to specific teacher characteristics. There are specific teacher characteristics that predict global mindedness and vice versa the research shows that when evaluating each of the five dimensions individually across all teacher characteristics, cultural pluralism and responsibility had the strongest relationships. Cultural pluralism, responsibility, efficacy, and interconnectedness were consistently seen among five or more of the characteristics. There were mixed findings for global centrism, which showed significant relationships for years of teaching in an IB school, IB training and speaking a second language.

The findings related to teacher characteristics and perceptions of global mindedness suggest that years teaching at an IB school, courses taught, college major, experience living abroad, and second language speaking ability have a positive relationship to the development of global mindedness for teachers who work in schools that have IB programs. It is inferred from the findings that it may be useful for teachers to have more opportunities to interact with and participate in the types of intercultural experiences that allow for the development of global mindedness. The cluster of characteristics (living abroad, speaking a second language, college major, and teaching at a school with IB) may also be driven by a personal desire for new experiences that influence a change in perspective and understanding of oneself and other cultures. As this research is grounded in the theory that it is indeed possible to teach for a global perspective (Hanvey, 1976; Hett, 1993), this study highlights the potential value of providing teachers with meaningful interactions across cultures was a way of facilitating the development of global mindedness.

### **Variables of the study**

The Dependent Variable of the study was Global mindedness of school teachers. Global mindedness involved five dimensions namely – responsibility, cultural pluralism, efficacy, global centrism and inter-connectedness. The five dimensions of global mindedness also were the dependent variables. The Independent variables were the disciplines of the teachers namely Arts and Science.

### Operational definitions of terms

The various terms in the study and their definitions are as follows:

- ❑ Global Mindedness: E. Jane Hett defined Global Mindedness as “a worldview in which one sees oneself as connected to the world community and feels a sense of responsibility for its members. This commitment is reflected in attitudes, beliefs, and behaviors”.

### Dimensions of Global Mindedness

- ▶ Responsibility: A deep personal concern or moral responsibility for people around the world with a desire to improve inequitable conditions.
- ▶ Cultural Pluralism: An appreciation for cultural diversity with a belief that each individual contributes some of value to the world.
- ▶ Efficacy: A belief that an individual’s actions can make a difference.
- ▶ Global centrism: A mode of thinking that involves considering the greater good of the world community rather than the benefit of one’s own country.
- ▶ Interconnectedness: An appreciation for and awareness of the way in which all people from all nations are connected.
- ❑ Arts teachers: Teachers teaching Languages, Social sciences and Social studies.
- ❑ Science teachers: Teachers teaching Mathematics, Biology, Chemistry, Physics and Computers.

### Objectives

- ❑ To ascertain the extent of global mindedness of school teachers.
- ❑ To ascertain the extent of global mindedness of Arts’ teachers.
- ❑ To ascertain the extent of global mindedness of Science teachers.

- ❑ To find out the extent of the following dimensions of global mindedness of Arts teachers.
  - ▶ Responsibility
  - ▶ Cultural Pluralism
  - ▶ Efficacy
  - ▶ Global Centrism
  - ▶ Interconnectedness
- ❑ To find out the extent of the following dimensions of global mindedness of Science teachers.
  - ▶ Responsibility
  - ▶ Cultural Pluralism
  - ▶ Efficacy
  - ▶ Global Centrism
  - ▶ Interconnectedness
- ❑ To compare the global mindedness of Arts and Science teachers.
- ❑ To compare the Arts and Science teachers on the following dimensions of global mindedness.
  - ▶ Responsibility
  - ▶ Cultural Pluralism
  - ▶ Efficacy
  - ▶ Global Centrism
  - ▶ Interconnectedness

### Hypotheses

1. The teachers show a great extent of global mindedness.
2. The Arts teachers show a great extent of global mindedness.
3. The Science teachers show a great extent of global mindedness.
4. There is no significant difference in the global mindedness of Arts and Science teachers.

5. There is no significant difference among Arts teachers and Science teachers in the following dimensions of global mindedness-
  - ▶ Responsibility
  - ▶ Cultural Pluralism
  - ▶ Efficacy
  - ▶ Global Centrimism
  - ▶ Interconnectedness

### Method of Study

The study was conducted by employing the Descriptive Survey Method since the sample had to be described on the variable of global mindedness and its aspects.

### Sample

Available sample of 85 teachers from two schools were considered for the study, out of which 44 were Arts teachers and 41 were Science teachers.

### Tool

The Jane Hett Global Mindedness tool was used for the study. The Global-Mindedness Scale (Hett, 1993) is a 30-item Likert-scaled (1-Strongly Disagree; 5-Strongly Agree) instrument. The scale is comprised of five dimensions: Responsibility, Cultural Pluralism, Efficacy, Global centrimism, and Interconnectedness. Cronbach's alpha for the overall scale was .90. Alpha values for the subscales ranged from 0.65 to 0.80.

### Data Analysis

- The data gathered was analyzed using the following statistical measures.
- Descriptive Analysis; Mean, Median, Standard Deviation, % Mean Significance and Bar Graphs.
- Inferential Analysis; t-test.

### Descriptive Analysis

- (a) Descriptive statistics of the total sample (N=85) on Global Mindedness and its five dimensions are as shown in Table 1.

**Table 1:** Descriptive Statistics of the Total Sample on Global Mindedness and its dimensions

	Mean	Median	Std. Deviation	Skewness
Total teachers' Global Mindedness	111.95	112.00	10.72	-0.11
Total teachers' Responsibility	27.47	28.00	3.37	-0.35
Total teachers' Cultural Pluralism	31.52	32.00	3.40	-0.15
Total teachers' Efficacy	19.44	20.00	2.94	-0.43
Total teachers' Global Centrimism	12.74	12.00	3.67	0.22
Total teachers' Inter-connectedness	20.74	21.00	2.28	-0.33

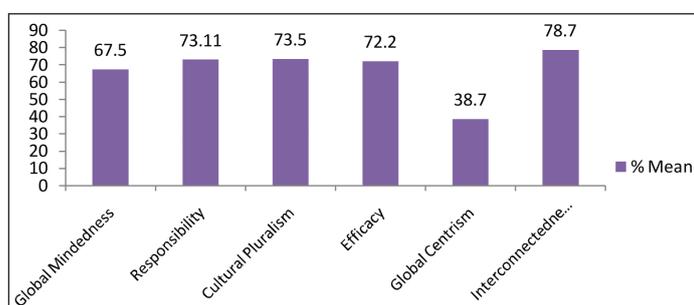
### Discussion

- There is a negligible difference between the Mean and the Median of the scores obtained by the total sample of teachers on Global Mindedness. Hence the distribution is nearly normal. The negative skewness indicates that most of the score are on the higher side of the distribution.
- There is a negligible difference between the Mean and the Median of the scores obtained by the total sample of teachers on the dimensions of Global Mindedness namely Responsibility, Cultural Pluralism, Efficacy, Global Centrimism and Interconnectedness. Hence each of the distributions is nearly normal.
- The negative skewness on dimensions Responsibility, Cultural Pluralism, Efficacy, and Interconnectedness indicates that most of the scores are on the higher side of the respective distributions. The positive skewness on the dimension Global Centrimism indicates that most of the scores are on the lower side of the distribution.

The % Mean score was computed and checked for the significance of the Mean score. Table 2 shows the Significance of % Mean of the obtained Mean score.

**Table 2:** Significance of % Mean of the Total Sample (N=85) on Global Mindedness and its Dimensions

	Mean Score	% Mean	Significance
Total teachers' Global Mindedness	111.95	67.50	Substantial
Total teachers' Responsibility	27.47	73.11	Substantial
Total teachers' Cultural Pluralism	31.52	73.50	Substantial
Total teachers' Efficacy	19.44	72.20	Substantial
Total teachers' Global Centrism	12.74	38.70	Low
Total teachers' Interconnectedness	20.74	78.70	Substantial



**Fig. 1:** Bar Graph showing the % Mean Significance of the total sample on Global Mindedness and its dimensions

Table 2 and Figure 1 indicate that the total sample of teachers have scored the highest in Interconnectedness and the least in Global centrism.

## Discussion

- The difference between the Mean and the Median of the scores obtained by the Arts' Teachers on Global Mindedness and each of its dimensions namely Responsibility, Cultural pluralism, Efficacy, Global Centrism and Interconnectedness is negligible. Hence the distributions are near normal in nature.

- The scores of the variables Global Mindedness, Responsibility, Cultural pluralism, Efficacy and Interconnectedness are negatively skewed, which indicates that the scores are on the higher side. The scores of the variable Global centrism are positively skewed, which indicates that the scores are on the lower side.

**Table 3:** Descriptive Statistics of the Arts' Teachers on Global Mindedness and its dimensions

Arts Teachers	Mean	Median	Std. Deviation	Skewness
Global Mindedness	113.32	113.00	11.32	-0.159
Responsibility	28.27	28.00	3.36	-0.34
Cultural Pluralism	31.93	32.00	3.55	-0.31
Efficacy	19.64	20.00	3.14	-0.41
Global Centrism	12.55	12.00	4.05	0.20
Inter-connectedness	20.95	21.00	2.19	0.03

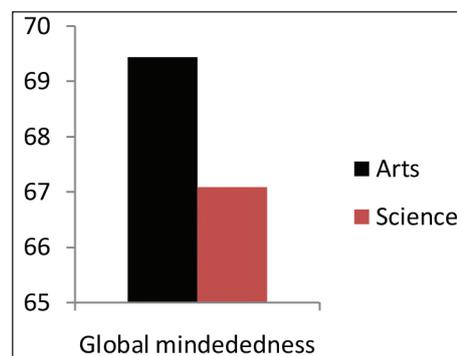
## Discussion

- The difference between the Mean and the Median of the scores obtained by the Science Teachers on Global Mindedness and each of its dimensions namely Responsibility, Cultural pluralism, Efficacy, Global Centrism and Interconnectedness is negligible. Hence the distributions are near normal in nature.
- The scores of the variables Global Mindedness, Responsibility, Cultural pluralism, Efficacy and Interconnectedness are negatively skewed, which indicates that the scores are on the higher side. The scores of the variable Global centrism are positively skewed, which indicates that the scores are on the lower side.

The % Mean score was computed and checked for the significance of the Mean score. Table 5 shows the Significance of % Mean value of the obtained Mean score.

**Table 4:** Descriptive Statistics of the Science Teachers on Global Mindedness and its dimensions

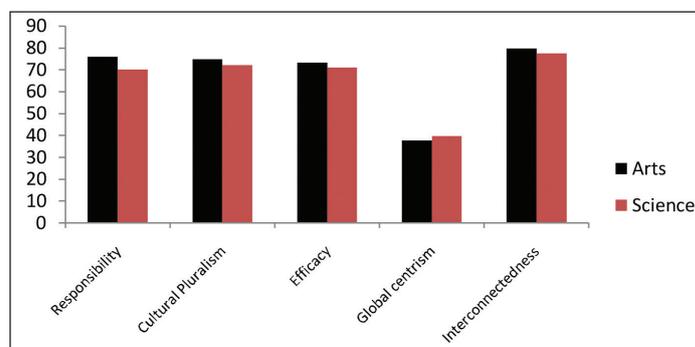
Science Teachers	Mean	Median	Std. Deviation	Skewness
Global Mindedness	110.49	111.00	9.97	-0.17
Responsibility	26.61	27.00	3.20	-0.56
Cultural Pluralism	31.07	31.00	3.22	-0.04
Efficacy	19.22	20.00	2.73	-0.55
Global Centristm	12.95	13.00	3.23	0.38
Inter-connectedness	20.51	21.00	2.39	-0.60



**Fig. 2:** Bar Graph showing the Mean scores of Arts and Science teachers on Global Mindedness

**Table 5:** Significance of % Mean of the scores obtained by Arts and Science teachers on Global Mindedness and its dimensions

	Mean Score	% Mean	Significance
Arts (Global Mindedness)	113.32	69.43	Substantial
Science (Global Mindedness)	110.49	67.08	Substantial
Arts (Responsibility)	28.27	75.96	Substantial
Science (Responsibility)	26.61	70.03	Substantial
Arts (Cultural Pluralism)	31.93	74.78	Substantial
Science (Cultural Pluralism)	31.07	72.09	Substantial
Arts (Efficacy)	19.64	73.20	Substantial
Science (Efficacy)	19.22	71.1	Substantial
Arts (Global centristm)	12.55	37.75	Low
Science (Global centristm)	12.95	39.75	Low
Arts (Inter-connectedness)	20.95	79.75	Substantial
Science (Inter-connectedness)	20.51	77.55	Substantial



**Fig. 3:** Bar Graph showing the Mean scores of Arts and Science teachers on the dimensions of Global Mindedness

Table 5 and Figures 2 and 3 indicate the following:

- ❑ The Arts teachers have a higher level of global mindedness than the Science teachers.
- ❑ The Arts teachers have scored higher in four dimensions of global mindedness namely, Responsibility, Cultural pluralism, Efficacy and Interconnectedness.
- ❑ The Science teachers have scored higher than the Arts teachers in the dimension of Global centristm.
- ❑ The Arts and Science teachers have scored the highest in Interconnectedness and the least in Global centristm.

**Inferential Analysis to compare Means**

The Mean scores of the Arts and Science teachers were compared using t-test.

#### Testing hypothesis 4

The hypothesis is stated as: There is no significant difference in the global mindedness of Arts and Science teachers.

Table 6 shows the relevant statistics and the t-value along with its level of significance on the basis of which an interpretation regarding the hypothesis was made.

**Table 6:** Comparison of Means of the scores of the Arts and Science teachers on Global mindedness

Variables	N	Mean	S.D.	Value of 't'	Level of Significance
Arts teachers	44	113.32	11.32	1.23	Not significant
Science teachers	41	110.49	9.97		

**Interpretation:** The obtained value of 't' is 1.23. The value of 't' for df = 83 at 0.05 level is 1.99 and at 0.01 level is 2.64. The obtained value of 't' is lesser than the 't' values at 0.05 and 0.01 levels. Hence the obtained 't' value is not significant. Thus the hypothesis is accepted, that is there is no significant difference in the Global mindedness of the Arts and Science teachers.

#### Testing hypothesis 5

The hypothesis is stated as: There is no significant difference among Arts and Science teachers in the following aspects of global mindedness:

- ▶ Responsibility
- ▶ Cultural Pluralism
- ▶ Efficacy
- ▶ Global Centrimism
- ▶ Interconnectedness

Table 7 shows the relevant statistics and the t-value along with its level of significance on the basis of which an interpretation regarding the hypothesis was made.

**Table 7:** Comparison of Means of the scores of the Arts and Science teachers on Global mindedness

Variables	N	Mean	S.D.	Value of 't'	Level of Significance
Responsibility (Arts teachers)	44	28.27	3.36	2.34	0.05 level
Responsibility (Science teachers)	41	26.61	3.20		
Cultural Pluralism (Arts teachers)	44	31.93	3.55	1.18	Not significant
Cultural Pluralism (Science teachers)	41	31.07	3.23		
Efficacy (Arts teachers)	44	19.64	3.14	0.67	Not significant
Efficacy (Science teachers)	41	19.22	2.73		
Global Centrimism Arts teachers)	44	12.55	4.05	0.51	Not significant
Global Centrimism (Science teachers)	41	12.95	3.23		
Interconnectedness (Arts teachers)	44	20.95	2.19	0.88	Not significant
Interconnectedness (Science teachers)	41	20.51	2.39		

**Interpretation:** The obtained value of 't' is 1.23. The value of 't' for df = 83 at 0.05 level is 1.99 and at 0.01 level is 2.64.

- The obtained value of 't' for the dimension of Responsibility is lesser than the 't' values at 0.01 level but higher than the value at 0.05 level. Hence the obtained 't' value is significant at 0.05 level. The hypothesis that there is no significant difference in the Responsibility dimension of global mindedness is rejected. Thus the Arts teachers show a higher degree of Responsibility than the Science teachers.
- The obtained value of 't' for the dimensions of Cultural pluralism, Efficacy, Global centrimism and Interconnectedness being lesser than the 't' values at 0.05 and 0.01 levels, it is not significant. The hypothesis that there is no significant difference among Arts and Science teachers in the dimensions of global mindedness namely, Cultural pluralism, Efficacy, Global centrimism and Interconnectedness is therefore accepted.

## Findings and Discussion

- ❑ The Arts and Science teachers have scored the highest in Interconnectedness and the least in Global centrism.
- ❑ The Arts teachers show a higher degree of Responsibility than the Science teachers.
- ❑ The Arts teachers have scored higher in four dimensions of global mindedness namely, Responsibility, Cultural pluralism, Efficacy and Interconnectedness.
- ❑ The Science teachers have scored higher than the Arts teachers in the dimension of Global centrism.
- ❑ The Arts and Science teachers have scored the highest in Interconnectedness and the least in Global centrism.

## Suggestions

The teachers showed very low extent of Global centrism which means that the teachers have less or no intention to think beyond local and national issues and interests. This sense of nationalism probably stemming from the feeling of having been exploited by foreign invaders makes the teachers feel that it would only be wise to look after national interests over global ones. While the teachers would want to be interconnected with the world, they would rather do it for fulfilling local and national interests rather than global interests. The Mean scores of Arts teachers are higher than their Science counterparts in most of the dimensions. This could probably be because the Arts' subjects are more incidentally global in nature with the inclusion of global content.

The attitude of global mindedness possessed by the teachers could pass on to the students either explicitly through direct instruction or implicitly through the curricular and co-curricular activities. Hence it is imperative for a total atmospheric approach in schools that would embrace desirable global attitudes. For this the schools would need to adopt the following measures;

- ❑ Incorporate global mindedness in its vision and mission and lay down achievable goals in alignment with the same.

- ❑ Embed global issues in the curriculum.
- ❑ Provide training to teachers in strategies for developing global mindedness in students and assessing the same.
- ❑ Include pedagogies that instill creative abilities and an instinct to critique and inquire.
- ❑ Ensure research among teachers on issues related to global mindedness and its implementation.
- ❑ Design co-curricular activities to include global perspectives.
- ❑ Ensure diverse events to include multicultural and intercultural perspectives.
- ❑ Organize conferences, seminars and workshops on themes related to global mindedness.

## Conclusion

Indian students would need to develop in them the acumen to thrive in the world scenario. For this teachers would need to develop in them a spirit of global mindedness. While international schools ensure this attitude, the state run schools do not focus on it. Hence for the benefit of all children, irrespective of the strata that they belong, there needs to be concentrated efforts to develop global mindedness among teachers.

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