

Fostering Teacher's Education Competencies for Global Competitiveness: A Motivational Approach

Wagbara S. Ebere (Ph.D)^{1*}, Obilor Esezi Isaac¹

¹Department of Educational Foundations, Faculty of Education, Rivers State University, Port Harcourt, Nigeria

DOI: [10.36348/jaep.2023.v07i01.005](https://doi.org/10.36348/jaep.2023.v07i01.005)

| Received: 18.12.2022 | Accepted: 23.01.2023 | Published: 31.01.2023

*Corresponding author: Wagbara S. Ebere

Department of Educational Foundations, Faculty of Education, Rivers State University, Port Harcourt, Nigeria

Abstract

Educational output is measured by the competence of teacher, and for any teacher to be competitive enough to withstand the global capability, he or she required acquisition of some level of competence skill, thus fostering teacher's competencies for global competitiveness is a necessary issue in teacher education. Two areas of teacher's competence (teacher's pedagogical and intercultural competence) for global competitiveness was discussed. It was pointed out that in order to enhance teachers' capacity to instruct, the subject of teacher's pedagogical and intercultural competence becomes one that calls for critical consideration. To foster teachers' competence motivation is essential for teachers to maintain their zeal and enthusiasm and have a greater global impact.

Keywords: Education Competencies, competitive world, global capability, teacher education.

Copyright © 2023 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

INTRODUCTION

In today's competitive world, the idea of competence has amassed significant interest particularly in teaching and it is believed that teaching competencies can be used in determining the qualities and personal characteristics of good teachers (Alqiawil & Ezzeldin, 2015) Korthagen in Wagbara 2019 reiterated that in many places in the world we are yet seeing the true revival of a view of teaching and teacher education which focused on competencies. This is why Zeichner (2010) suggested that competencies should be added into the existing assessment system for teachers and should incorporate in self-evaluation. In preparation of teachers, untottering exists to ensure that teachers are culturally competent and globally minded; the reasons for this are diverse. The culture of teacher education has tended to be local, rooted in neighbourhood schools, rather than global ideas often times because teacher education programmes focus on local and or state requirement for certification (Reimers 2010). Most teachers are not adequately prepared to teach in diverse situations and do not understand the impact of globalization on their students or their communities. Therefore, it is time for teacher education programs to focus on preparing teachers who are able to teach and compete in a globally interdependent world. This would

be accomplished by educating future teachers in ways different from traditional concepts.

Abraham (2019) observed that schools are no longer in need of teachers who have limited information and limited cultural experiences. Such teachers will not be able to work effectively in this changing world, nor react appropriately to emerging situations on the contrary; they are in need of educators who are capable of developing a global perspective on issues decision-making and solutions within their own profession of teacher's education. In view of this, Abukhadrah (2016) enumerated the strategies and actions that teachers and educators can adopt to help them cogitate and act correctly globally. The first strategy is the ability of both teachers and educators to enfold a global perspective. This will help them recognize the commonality of educational issues and solutions throughout the world. In addition, it helps them learn new experiences from colleagues working in different places such as national and cultural settings. The second strategy has to do with the ability of teachers and educators to modernize and develop their methods and techniques of teaching. It is imperative in the age of information that educators employ innovative technology in classroom setting. Additionally, it is important to encourage teachers to travel around the world and gain various types of experiences to expand

student's knowledge about different cultures. The third strategy is the ability of teachers to adopt and achieve global standards. In this sense, educators should be able to recognize that standards of effective teaching are universal and transferable and all educational institutions worldwide use them to guide practice and assess teacher's performance. Finally, teachers should be able to relate instruction to the cultural background, learning styles and personal and future needs of their students. In recent time schools need teachers who are eager to develop a broader understanding of themselves and the globe.

The Organization for Economic Cooperation and Development OECD (2013) define global competence as the capacity to examine local and inter cultural issues to understand and appreciate the perspective and world view of others to engage in open appropriate and effective interactions with people from different cultures and to act for collective wellbeing and sustainable development. Global competence is an increasingly important disposition for today's society. Prospective teachers will have to be able to teach effectively in multicultural classrooms as well as develop dispositions of global competence in their future students.

Based on the above discourse, the researcher seeks to ascertain the state of teachers' education competencies for global competitiveness as a motivational approach as well as the opportunities that exist and to explore other viable options to improve teacher education for global competitiveness.

Concept of Teacher Education

Teacher education is the process of providing teachers and potential teachers with the skills and knowledge necessary to teach effectively in a classroom environment. Teachers are one of the most critical elements in the learning environment; they must be well prepared globally with zealous fervor characteristics that are important for the education of all students. Education has been regarded as the key that unlocks the door to civilization but the teachers hold the key to the door (Smith, 2016). Bouck (2007) states that teachers being prepared and willing to teach in diverse situation are opening their experiences and broadening their competent, content knowledge, and confidence in teaching, thus creating a well-coming environment for everyone willing to learn. Students who do not develop global competence throughout their education grow up to be teachers who are not equipped to foster global competence in a new generation of students.

Internationalizing teacher education has ripple effects across the lifespan of an individual. From childhood to retirement and beyond people who are exposed to global ideas and who are inter-culturally competent will be able to navigate the changing landscape of the world in more positive and beneficial

ways. Internationalization according to Teichler (2007), is an increase of transnational, and, in this sense, transborder activities, whereas "globalisation" refers to the process of blurring or dissolving borders. Knight (2013) conceive internationalization of teacher education as a process of change through integrating an international, intercultural and global dimension in the goals, functions and delivery of teacher education. The internationalization of teacher education has several facets, one of which is the globalization of teacher education. Knight (2015) describes internationalization as the inclusion of "international, multicultural, and global components in the purposes, functions, and delivery of teacher education." The internationalization of teacher education has several facets, one of which is the globalization of teacher education. Because of its historical connection to the production of teachers for a particular locality under the control of professional accreditation authorities that grant degrees based on students' knowledge of state-based curriculum requirements, teacher education occupies an interesting and ambiguous position in the movement towards internationalization (Duong & Chua, 2016). Furthermore, Knight (2015) defined internationalization of teacher's education as the process of incorporating an international and intercultural dimension into the teaching, research, and service functions of the teacher's education.

To internationalize teacher education, Shaklee (2012) suggested that teachers should be multilingual, they should studied or worked abroad, done research in international settings, done research in sustaining experiences in settings with students of significantly different cultural backgrounds, have ideas, resources or experiences that would engage teacher education candidates in international values whether online or face to face, and they should demonstrate well-developed intercultural communication skills. These suggestions by Shakler are very much important in understanding the internationalization of teacher education.

Teachers Education Competencies

Competence in the context of this paper is the way teachers in an organization such as the school carryout their task effectively. Competencies are defined as the set of knowledge, skills and experience necessary for future, which manifests in activities (Katane *et al.*, 2006). Shashi (2014) defined teaching competencies to include the acquisition and demonstration of the composite skills required for student teaching like introducing a lesson, fluency in questioning, probing questions, explaining pace of lesson, reinforcement, understanding child psychology, recognizing behaviour, classroom management and giving assignment.

Teachers need to improve knowledge and skills to enhance, improve and explore their teaching

practices. Education is one of the core for the nation development and prosperity. It is a means through which individual realized his potentials and utilize them well for his well-being and contribute his own quota to the nation building (Taiwo 2012). Ingersoll (2007) pointed out that the quality of teachers and teaching are among the most important factors shaping the learning and growth of student and this can be further explained as follows, that:

1. Poor quality training and inadequate government certification standards result in poor teacher quality and poor student performance and, in contradiction; and
2. Entry into teaching occupation already is plagued by unusually restrictive and unnecessarily rigid bureaucratic entry barriers.

The competence of a teacher in terms of knowledge of the subject matter, motivation to work and classroom management is known to be key predictors of students' performance. Straining this point, Ayeni (2010) states that teacher's qualifications and experiences significantly heighten student's competence and improve their academic achievement. Teachers' education competence is the ability of teachers to discharge their statutory task expectedly. The teacher competence is crucial in the achievement of predetermined educational goals. Golden, (2012) suggested that an organization, especially the school system need high competence teachers so as to meet its goals in line with global best practices.

Teachers are educators who have an impact on how students learn and play a significant part in reaching national education goals. Teachers strategically influence which students are successful. Students need to be educated by professors who are capable and competent enough to meet future demands in order to generate graduates who are prepared to compete in the modern world. Teachers must therefore increase their knowledge and abilities in order to enhance and research their teaching methods. One of the most crucial elements influencing student learning and development, is the quality of their teachers and their instruction (Ingersoll, 2007). The two main areas of teacher quality as identified by Ingersoll (2007) are:

1. Poor quality training and inadequate government certification standards result in poor teacher quality and poor student performance and, in contradiction.
2. Entry into teaching occupation already is plagued by unusually restrictive and unnecessarily rigid bureaucratic entry barriers.

Zhao (2010) suggested that one of the elements influencing the future society that children will live in is globalization. Teachers should be globally equipped to get a thorough grasp of globalization, including its effects on other nations' educational systems, the global economy, and interdependence.

Teacher competency becomes a topic that requires careful thought and in-depth discussion in order to improve teachers' capacity to instruct. Values, actions, communication, objectives, and instructional strategies are all influenced by a teacher's competence. Field competencies, research competencies, curriculum competencies, lifelong learning competencies, sociocultural competencies, emotional competence, communication competencies, and information technology and communication competencies are just a few of the many dimensions that can be discussed when talking about competence. Teacher's competence for global competitiveness will be discussed under two areas, which are teacher's pedagogical competence and intercultural competence.

Pedagogical Competence

The ability of teachers to manage learning, including the capacity to design a learning programme, engage with learners, and direct the learning process, is known as pedagogical competence. Successful teaching relies on in-depth topic knowledge, connecting theory and research to teaching and learning, and employing information and skills simultaneously in a reasonable context. Pedagogical competency is comprised of these knowledge and skill sets.

In order to produce learning in the optimal method, one must have the capacity and willingness to routinely use attitudes, knowledge, and abilities that promote learning. Also the ability to manage learning, which includes planning, implementing, and evaluating learners' learning outcomes, is known as teacher pedagogical competency. The capacity to employ a combination of concrete resources (like textbooks and technology) and intangible resources (like knowledge, skills, and experience) in a coordinated and synergistic manner is known as pedagogical competency. Teachers who are knowledgeable about pedagogical content can identify the challenges that students face when learning and they are able to help learners to comprehend its structure and avoid its challenges.

The development of the necessary abilities, knowledge, understanding, and attitudes in teachers to want to learn from pedagogical approaches and traditions outside of their own educational setting and to be able to do so successfully worldwide is a fundamental function of teacher education.

Alexander (2009) noted that in order for a teacher to become truly internationalized in terms of teaching and learning, a sophisticated engagement with various pedagogical traditions and their antecedents (discourses, ideas, and values) at the level of the classroom, the institution, and the system would be necessary. For instance, teachers would need to be able to fully understand any elements of practice that appeared to be successfully applied in other contexts or jurisdictions. Goodwin (2010) suggested a few

knowledge areas that will aid in producing future teachers with global competitiveness., the areas include personal knowledge, contextual knowledge, pedagogical knowledge, sociological knowledge, and societal knowledge are some of these domains. Goodwin (2010) further explained that:

1. Through the internet, student instructors and educators from other nations can communicate with one another to promote educational exchange: This enables these student teachers to develop ideas that go beyond their immediate community and country.
2. Engaging student instructors in a core experience that is integrated and ties together essential concepts and teaching abilities: Students have several possibilities to close the gap between theory and practice thanks to this basic experience.
3. Collaborative learning among an international community of educators: Since a lot of learning happens via exploration and collaboration, it is crucial for student teachers to have the chance to exchange ideas with educators from other nations. Collective effort and research must be the norm in the modern world.

Kissock and Richardson (2010) argued that integrating global issues into every aspect of teacher preparation programmes, including art, science, and education, will be the best way to achieve this goal and that internationalizing teacher education programmes will have a positive impact on preparing professional teachers who can teach any learner effectively worldwide.

Intercultural Competence

The cultural embeddedness of teaching and learning cannot be ignored in a systematic approach to internationalization, nor can the requirement to comprehend and be able to serve a student population that is becoming more and more varied, including the resulting cultural and cognitive dissonance. This educational requirement is framed by Gutierrez and Rogoff (2003) as one of comprehending people's and groups' experiences in activities, as propensities of people with certain histories of engagement with particular cultural activities. Intercultural competence is the capacity to communicate responsibly and effectively across cultural boundaries based on one's intercultural knowledge, abilities, and attitudes. To live and work successfully among people from other cultures, one must be able to recognize and feel relevant cultural differences. This is referred to as being interculturally competent (Deardorff, 2006). According to Zeichner (2010), the fundamental goals of internationalizing education and teacher preparation are to help students and teachers develop a better understanding of the world and a sense of identity as global citizens. Zeichner (2010) contended that the goal of

internationalizing teacher education should be to gain sociocultural awareness to comprehend other people's perspectives and ways of thinking; and to assist trainee teacher in learning more about the backgrounds and cultures of individuals from all over the world, especially the immigrant students who frequently attend their classes. However, to do this, teacher education programmes should put particular emphasis on themes that support and advance teacher candidates' intercultural competence, enabling instructors to become familiar with both their own and other cultures.

Importance of Teacher Education Competence to students

In recent years, the quality of education has significantly changed. Previously, schools major aim was that of providing students with certain types of knowledge that they were expected to apply later, schools today (secondary and university) focuses primarily on life skills. Teachers aim is to teach students to obtain knowledge by themselves and to work in ways that enable them to come up with new ideas. Generally, new idea is a key tenet of modern society. Students need professionals, who are culturally competent, talented, innovative and creative problem solvers, skilled and critical thinkers. Teachers must provide students with skills that will help them work collaboratively and sensitively in a team, become decision makers, plan and manage their time effectively, listen to one another and choose the right communication strategy at the right time. Therefore, having come to understand this, teachers need 21st century skills and global competence in order to meet these new teaching requirements. Globally teachers need a wide range of competencies in order to face the complex challenges of today's world.

Students need skills and sub-skills for successful communication and personal development.

David McClelland (1973) outlined the skills that will assure students to be a competitive advantage in life as thus:

Thinking and problem solving

- Thinking logically
- Estimating and guessing
- Turning problems into opportunities

Self-direction and learning

- Developing memory
- Being assertive
- Making personal changes

Collaboration

- Persuading others
- Working in a team
- Discussing alternatives
- Reading compromises

Information and Research

- Understanding graphs
- Taking notes on a text
- Writing surveys

Organization and Planning

- Making plans
- Managing time
- Setting personal goals

Teachers need to be competent in order for meaningful teaching learning to take place such as being knowledgeable to help the students acquire the skills and sub-skills that will globally enhance their academic performance and achievement (Nbina, 2012).

Teacher Motivation

The effect of teacher motivation on quality education delivery is unavoidable. The success of education for all is dependent on a motivated, dedicated and committed teacher. Gatsinzi N.D states that teachers get highly motivated and satisfied when they are acknowledged and their services are valued by the stakeholders. Teachers at all levels of educational institutions are stated to render an effective contribution towards promoting well-being of the nation globally. These are job responsibilities primarily centered upon rendering an effective contribution towards leading to effective growth and development of the students so that they can be sensitive in terms of norms, principles, values, morals, standards and ethics. These will help them in working efficaciously towards promoting better livelihoods opportunities for themselves and becoming effective citizens of the country. In order for people to continue to be passionate and enthusiastic and have a bigger effect, motivation is necessary. One of the key components in the campaign to promote high-quality education are teachers. Teachers' roles as change agents extend beyond the classroom and into the larger community. This fact is the foundation for every educational reform that aims to provide rural residents with universal and equitable access to educational possibilities.

Sinclair (2008) defined teacher motivation in terms of attraction, retention and concentration as something that determines what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession. When teachers are well aware in terms of implementation of their job duties, possess the necessary skills and abilities, when the working environmental conditions comprise of necessary resources, infrastructure materials and facilities and when they maintain effective terms and relationship with their principals and students' they feel motivated towards the implementation of job duties. With high levels of

motivation, teachers are able to achieve their professional goals and incur the feeling of job satisfaction, thus only education universities and institutions should train teachers, and the government should establish up an accreditation system for teacher preparation that provides the highest level of motivation.

CONCLUSION

Education is a vital tool for achieving successful and progressive society and the best legacy any country can give to its citizen. The urgency in education to support the word craft of internationalization demand the parallel implementation to foster internationalism in practice. It is true that teachers and teacher educators cannot be asked in reality to display internationalism without scaffolded experiences to nurture such dispositions. However, with a sufficient investment, a commitment on the government and the institutional support these experiences, openness and creativity for teacher educators to discover their own natural inclinations for partnership, make decisions and solution with their own professions of teacher's education. Teacher educators have used various methods to foster change in teachers thinking ability, attitudes and behaviours regarding cultural diversity, but these efforts have produced mixed results because they often focused on content rather than the process of cross-cultural learning. The administration of school, colleges and universities that train teachers can boost teacher morale by valuing their work and their dedication to duty. This will result in a change in the teacher's attitude and behavior.

SUGGESTIONS

For the purpose of creating lifelong learners who can think critically and creatively, teaching for global competency is crucial. Because of this, universities, colleges of education, and all teacher training schools should be charged with a new duty of preparing student teachers for diversity and complexity. In order to increase the significance of student teachers learning, they should incorporate teaching for global competency into their curricula.

Also, Intercultural competence internalization among student teachers, teacher education programme should incorporate biliteracy component. Biliteracy refers to teacher preparation programmes that offer dialogic interaction and situational learning opportunities. Student teachers should have enough opportunities through this kind of training to see the world from a variety of viewpoints. Teacher education programmes need to examine various teacher education approaches that have been successful in preparing biliteracy instructors to work with children that are culturally and linguistically diverse in order to prepare competent biliteracy teachers.

REFERENCES

- Abraham, N. M. (2019). Teacher education meeting global demand, lead paper presented at the 5th Annual Nations Conference held at Ignatius Ajuru University of Education in 26th – 30th August.
- Abukhadrah, Q. A. (2016). The role of teacher education program in cheating globally and internationally competent teachers: An Annotated bibliography. *International Journal of English language Teaching Ville*, 1, 35-46.
- Alexander, R. (2009). Towards a comparative pedagogy. In R. Cowan & A.M. Kazamias (eds.), *International Handbook of Comparative Education*. Springer, pp. 923-942.
- Alqiawil, D. A., & Ezzeldin, S. M. (2015). A suggested model for developing and assessing competence of prospective teachers in faculties of education. *World Journal of Education*, 5 (6), 65-78.
- Ayemi, A. J. (2010). Teacher's professional development and quality assurance in Nigeria Secondary schools. *World Journal of Education*, 1(2), 143-149.
- Bouke E. (2007). Co-teaching not just textbook team. Implication for practice preventing school failure, 51(2), 46-51.
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241–266. <https://doi.org/10.1177/1028315306287002>.
- Duong, V. A., & Chua, C. S. K. (2016). English as a symbol of internationalization in higher education: a case study of Vietnam. *Higher Education Research & Development*, 35(4), 669-683.
- Gabb, D. (2006). Transcultural dynamics in the classroom. In *Journal of Studies in International Education*, 10(4), 357-368.
- Goden, I. (2012). The effects of working time on productivity and firm performance. A research synthesis paper, International labour organization (ILO). Geneva <http://www.ilo.org/public/libdod2012/112bog-172-eng>.
- Goodwin, A. L. (2010). 'Globalization and the preparation of quality teachers: Rethinking knowledge domains for teaching', *Teaching Education*, 21(1), 19 -32.
- Gutierrez, K., & Rogoff, B. (2003). Cultural ways of learning: individual traits or repertoires of practice. In *Educational Researcher*, 32(5), 19-25.
- Katane, I., & Selvi, K. (2006). Teacher competence and further education as priorities for sustainable development of rural school in Latvia. *Journal of teacher education and Training*, 6(2006), 41-59.
- Kissock, C., & Richardson, P. (2010). Calling for action within the teacher profession: It is time to internationalize teacher education. *Teaching Education*, 21(1), 89-101
- Knight, J. (2013): Probable and preferable futures of internationalisation. In De Wit, H., Hunter, F., Johnson, L., & Van Liempd, H. G. (Eds.) *Possible Futures: The next 25 years of the internationalisation of higher education* (pp. 80-84). Amsterdam: European Association for International Education (EAIE).
- Knight, J. (2015). Updating the definition of internationalization. *International Higher Education*, 33, 1-2.
- Montgomery, C. (2008). Internationalisation and teaching and learning in Higher Education: promoting effective engagement for all students. RECAP Series. Paper 22. Available at: <https://www.northumbria.ac.uk/static/5007/arpdf/academy/recap22.pdf>
- Nbina, J. B. (2012). Teacher's competence and student's academic performance in Senior Secondary Schools' Chemistry: Is there any relationship? *Global Journal of Educational Research*, 11(1).
- OECD. (2018). Preparing our youth for an inclusive and sustainable world. The OECD PISA Global Competence Framework.
- Parkes, R. J., & Griffiths, T. G. (2008). Comparative education, border pedagogy, and teacher education in an age of internationalization. Conference paper, Australian Teacher Education Association (ATEA), Albury.
- Reimers, F. (2010). Education for global competency. In J.E Cohen and M.B. Malin (Eds). *International perspective on the goals of Universal Basic and Secondary Education* (pp. 183-202). New York: Routledge.
- Shaklee, B. D. (2012). Concluding thoughts. Developing opportunities to internationalize teacher education in B. Shaklee and S. Baily (Eds). *Internationalizing teacher education in the United States*. (pp. 237.252). Lanham MD: Rowman & Littlefield publishing.
- Shashi, S. (2014). Teaching competency professional commitment and job satisfaction. A study of primary school teachers. *Journal of Research and Method in Education*, 4(3), 44-64.
- Sinclair, C. (2008). Initial and changing student's teacher motivation and commitment to teaching. *Asia-pacific. Journal of Teacher Education*. 36, 79-104. <http://dx.doi.org/10.1080113598660801971658>.
- Smith, M. (2016). What is education? A definition and discussion from <http://www.infeel.org/mobi/what-is-education-9-9>.
- Spring, J. (2009). *Globalization of education: An introduction*. NY: Routledge
- Teichler, U. (2007): *Die Internationalisierung der Hochschulen. Neue Herausforderungen und Strategien*. Frankfurt am Main: Campus Verlag.

- Wagbara S. E (2019). Teacher's competence in the usage of continuous Assessment and students' academic achievement in business studies in Junior Secondary Schools in South- South, Nigeria. Unpublished Ph D thesis submitted to the department of educational foundations, Rivers State, University.
- Zeichner, K. (2010). Preparing globally competent teachers: A U.S. perspective. Colloquium on the Internationalization of Teacher Education NAFSA: Association of International Educators, Retrieved August 17, 2015 from http://www.nafsa.org/_/File/_/zeichner_colloquium_paper.pdf.
- Zeichner, K. (2010). Preparing globally competent teachers: A.U.S perspective: 2010 Colloquium on the internationalization of teacher education. NAFSA: Association of International educators. University of Washington Seattle.
- Zhao, Y. (2009). Catching up or leading the way: American education in the age of globalization. Alexandria, VA: ASCD.
- Zhao, Y. (2010). Preparing globally competent teachers: A new imperative for teacher education. *Journal of Teacher Education*, 61(5), 422-431.